

Hand-book of Method
For Teaching
Phonic Reading

MacCABE

001

4

TORONTO
THE COPP, CLARK CO., LIMITED



UNIVERSITY OF
WESTERN ONTARIO

LIBRARY

LT1001

372.4

M12

From the Library
of
John Davis Barnett

PLEASE

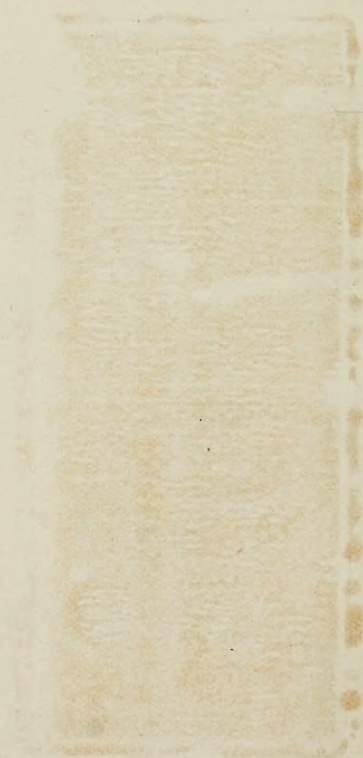
GLT-1001

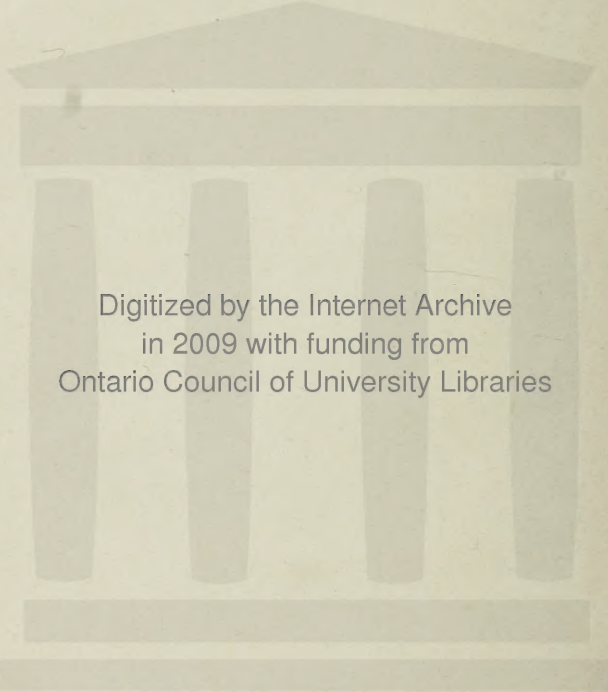


LIBRARIES

THE UNIVERSITY OF WESTERN ONTARIO

LONDON CANADA





Digitized by the Internet Archive
in 2009 with funding from
Ontario Council of University Libraries

HAND-BOOK OF METHOD

FOR TEACHING

PHONIC READING

BY

JOHN A. MACCABE, LL.D., F.R.S.C.

Principal, Ottawa Normal School

TORONTO:

THE COPP, CLARK COMPANY, LIMITED

1900

Entered according to Act of the Parliament of Canada, in the year one thousand nine hundred, by THE COPP, CLARK COMPANY, LIMITED, Toronto, Ontario, in the Office of the Minister of Agriculture.

T 742



PREFACE.

IN this book is given a series of "plans," by which an attempt is made to reduce to a system the "phonic method" of teaching reading in the earliest stages.

The imperfections of our alphabet present the great difficulty in the way of complete success in this method. The difficulty is reduced by grading the lessons, as shown in the following pages.

The great advantage of the phonic method is that it develops the powers of the child, and stimulates him to action by placing him in a position to find out words for himself. Experience shows that, in the later stages, even though he may not know the sound of every letter in a certain word presented to him, knowing a few of the sounds, he will, from his acquaintance with the spoken language, almost invariably get the correct word.

NORMAL SCHOOL, OTTAWA,
September, 1900.

INTRODUCTION.

The general principle underlying the phonic method is this:—The ordinary alphabet is used; but the pupils are taught to associate, not the name, but the sound, with the letter of the alphabet.

The general plan is as follows:—A certain sound of a vowel is selected, and the pupils are taught to recognize words involving that sound. The remaining vowels are introduced gradually, and are treated in a similar manner. Then other sounds of the vowels, with words containing these sounds, are presented, the pupils being instructed in the means of distinguishing the particular sound to be attached to the vowel.

As has been already said, the imperfections of our alphabet present the most serious difficulty in the way of complete success in this method. In our alphabet we find a single letter which may represent as many as seven sounds. Again, a certain sound may be represented by two different letters, or by a combination of letters; and in many words certain letters are silent. So, paradoxical as it may seem, we have too many letters, and too few in our alphabet. For example, *c* when “hard” takes the sound of *k*; when “soft,” the sound of *s*: *q* is never found without its attendant *u*, the combination *qu* being sounded as *kw*: *x* is sounded like *ks*. The letter *a* has seven sounds, as heard in the words, *fate*, *fare*, *fast*, *fat*, *far*, *fall*, *interval*.

To meet this difficulty, and especially that of teaching, at the same time, the many sounds of the same letter, certain “stages” are marked in phonic reading, as follows:—

1. In the first stage, the words are significant and familiar; consist of three letters, the first and the last a consonant, the

middle letter a "short" vowel, as *cat, hen, pin, top, nut*. In this stage all the consonants may be presented; and, with all the short vowels, will make up a large number of familiar words in expressive sentences.

2. In the second stage are introduced words still retaining the short vowel sound, but beginning or ending, or beginning and ending with two consonants, *each being sounded*, as *glad, milk, frost*. In this stage will, also, come words involving such "double" consonants as we find in *puff, egg, hill, Bess, back*, and words introducing combinations of consonants representing single sounds, as *ch* in *chap* and *rich*, *sh* as in *sharp* and *rash*, *th* as in *than* and *thin*, and *ng* as in *sing*.

3. In the third stage the "long" sounds of the vowels are presented, as in *game, here, line, rope, tube*.

4. In the fourth stage are introduced sounds of the vowels other than the "long" and the "short," and exceptional forms for representing vowel sounds; for example, in such words as *bald, new, poor, book, oil, bound, heat, rain, feet*.

In making up First Book or "Reader," Parts I and II, Stages 1 and 2 may, appropriately, be found in Part I; Stages 3 and 4, in Part II.

FIRST STAGE.

PLAN OF THE FIRST LESSON IN READING BY THE PHONIC METHOD.

PREPARATORY.—Teach the pupils what is meant by a “sound.” Such as the sound of a bell, the sound of a whistle, the sound of the human voice.

Topic. To teach the pupils to read, with intelligence and expression, the group, “a cat.”

Introduction. The interest of the pupils is awakened by a short talk about the cat. A picture of a cat is drawn on the black-board; or a chart having on it a picture of a cat, is presented. The pupils are led to see that this is not a cat, but the *picture* of a cat.

Development. 1. The children are asked to pronounce the word *cat*, slowly, dwelling on each sound until they discover there are three sounds.

NOTE.—If they cannot do this, the teacher will do it for them, and they imitate.

2. The children are drilled, individually and collectively on giving the sounds as first sound, second sound, third sound; and then taking them in different order, as second, third, first; third, second, first, etc., etc.

NOTE.—The following is suggested by some teachers as an appropriate step to take the place of 2; but the principle is radically wrong.

“Have the pupils pronounce the word slowly and still more slowly until they unconsciously resolve the word into its *two sound elements*—*c* and *at*. This done, concentrate their attention on the second part, *at*. Its uses as a complete word in itself may be

variously illustrated by sentences, as, He is at home, At what are you looking? Let these sentences come from the pupil, not the teacher."

To try to make any connexion between the unmeaning group *at*, as it occurs in the word *cat*, and the preposition *at*, is a radical error.

3. The teacher says:—"I shall now place on the B.B. a little picture which tells us to say the first sound. By the way, let me hear that first sound again." The pupils repeat the sound, and the teacher places on the B.B. the letter *c* (script), showing the pupils how the letter is "started," how made, and how finished, and *telling* the pupils that this little picture, or "letter" as it is called, tells them to say the first sound. The picture is made several times on the B.B., and the pupils are thoroughly drilled in associating the picture with the sound.

NOTE.—In these plans, that part of the B.B. in which the practice work is done, is called the "work-shop" of the B.B.

4. The teacher now places the letter *c* (script) in a conspicuous place on the upper part of the B.B., telling the pupils they will come to it again; and cleans off the "drill" letters from the "work-shop."
5. The teacher deals in a similar manner with the pictures or letters representing the second and third sounds, first placing them in the "work-shop" for drill in "association" between letter and sound, and then "removing" them to the other place on the B.B., where with *c* they will form the word *cat*. At this stage the word will appear thus, *c a t*, the letters being a little distance apart.
6. The teacher now points to each letter, the children giving the sound. They do this, at first, slowly, then

more and more rapidly, following the movement of the pointer, until the word as a whole is brought out.

7. The word *a* is now prefixed, pupils are told what it says—illustrations being given, *orally*, thus, a boy, a girl, a house—and are called on to read the group *naturally, as they would speak it*. A curved line over the group, thus, *a cat*, will be found helpful.

NOTE.—From the first group the pupils are called on to read, *expression* must be cultivated; monotone, wrong inflexion, sing-song, or drawling should not be tolerated. As good reading is *cultivated* talking, this is the standard to be set up for the pupils from the first lesson.

Practical Exercises.

The pupils are sent to their seats, are instructed to draw a picture of a cat, and to *write* the group, “a cat,” *several* times on their “note-books.”

NOTE.—As in the first lesson we are obliged to teach *three* pictures, or letters, with their sounds—a work we shall not be called on to perform in any succeeding lesson—the *second* lesson in phonic reading may be, simply, a review of the first lesson, adding the word *the* as well as *a* (*the* to be taught by the “word” method—that is as a whole), thus, *a cat*; *the cat*, and giving good drill on the reading of these groups. In this case the following lesson will be the third in the series—second, if there is not a special review lesson.

PLAN OF THIRD (OR SECOND) LESSON IN PHONIC READING.

PREPARATORY.—In selecting the next and succeeding words to be presented by the phonic method, two things must be observed:—(1) that the new word contain but *one* new picture or letter, (2) that the word help towards the *early* formation of a *sentence*. The proper sequence, therefore, is, *mat*, *sat*, because each of these new words has but *one* new letter, and they lead, as soon as they are mastered, to the formation of the sentence:—“*The cat sat on the mat.*” The word *fat*, taught immediately after the word *cat*, would fulfil the first condition, but not the second, as it would *delay* the formation of the sentence.

Topic.

To present a new picture (or letter)—*m*; to teach the pupils to associate with this letter its sound, and to give that sound intelligently with other sounds in making a new word. For reasons given in the preparatory note the word *mat* is selected; and the pupils will be taught to read, with intelligence and expression, the groups

$\overbrace{a \text{ mat} ;} \quad \overbrace{the \text{ mat} ;} \quad \overbrace{the \text{ cat on the mat.}}$

Introduc-
tion.

1. The pupils review the letters *c*, *a* and *t*, with their sounds, in one of two ways, or in both ways:—

(a) The teacher articulates the sound, asks the pupils to imitate, and to place on B.B., or note-books, the letter representing that sound, or

(b) The teacher puts the letter on the B.B., and calls on the pupils, individually and collectively, to give the sound.

(It will be seen that the second way is *mechanical*, and not so good for mental discipline.)

All letters thus reviewed (in the “work-shop” of the B.B.) will be placed in columns for final drill (by method *b*), before the “Development”—the consonants in one column, the vowel in the other, thus:—

<i>a</i>	<i>c</i>	•
	<i>t</i>	

2. As before, the interest of the pupils is awakened by a talk which will bring out the spoken word *mat*, and some interesting things respecting it.

Develop-
ment.

1. As in the first lesson, the pupils are called on to analyse the word, until they discover there are three sounds.
2. The usual drill is given on these sounds, until the pupils can articulate them by number, in any order; first

sound, second sound, third sound; third sound, first sound, second sound, etc.

3. Two of these sounds *the pupils can represent* by letters. A pupil is asked to place on the B.B. the picture or letter that tells us to say the second sound. He does so; and other pupils put the letter on the B.B., or in their note books.
4. The teacher now "removes" the picture to (makes a new letter on) a more conspicuous part of the B.B.—such a place as it will occupy in the word to be formed later.
5. The picture (letter) representing the third sound is similarly made by a pupil, or pupils, at the call of the teacher, is "removed" by the teacher as before, and placed alongside *a*—*at* is now in its proper place and proper form on B.B.

NOTE.—The pupils should not be asked to pronounce *at*.

6. The teacher says to the class:—"I shall now put on B.B. the picture (letter) which tells us to say the first sound. Let me hear that first sound again." (If pupils have forgotten, they are brought back to phonic analysis.) The teacher places the letter *m* in the "work-shop" of the B.B., writing it several times, and drilling the pupils on associating the sound with the picture, until the association is firmly fixed in the mind.
7. The teacher now "removes" the letter *m* to its place before *at*. The pupils are encouraged to find out the word for themselves without having the individual letters pointed out. If the pupils cannot do this, the teacher will point to each letter, and call on pupils for its sound until they catch the combination and give the word as a whole.

8. *A* or *the* is placed before the word, the pupil reading the group with expression—

$\overbrace{a\ mat} : \overbrace{the\ mat}.$

9. The two groups, *the cat* and *the mat*, are now placed on the B.B. on the same line, with as much space between as will admit the word *on*, which, for the present, is not written; thus:—

$\overbrace{the\ cat} \quad \overbrace{the\ mat}.$

10. The pupils are drilled on the reading of each group—expressive reading being the special object. Curved lines are used if considered necessary.
11. The word *on* is now written in the “work-shop” of the B.B. The pupils are taught to say it as a whole; and it is then “removed” to its place between the groups already on the B.B., thus:—

$\overbrace{the\ cat} \quad on \quad \overbrace{the\ mat}.$

The pupils read as marked by grouping; then they read as indicated, thus:—

$\overbrace{the\ cat}^1 \quad on \quad \overbrace{\overbrace{the\ mat}^2}^3.$

12. There will always be three steps in this final drill:—
- (a) Word naming.
 - (b) Reading groups.
 - (c) Reading the whole, with expression.

Similar to those suggested under first plan.

NOTE.—In the early lessons according to the phonic method, the following words will be needed from time to time for “filling in” groups—*a, the, my, on, in, and, is, not, do, it, from*. The number may be increased at discretion, but, if possible, not to any great extent. Because these words are necessary, the so-called phonic

method is, really, a “phonic and word” method. But it is so *largely* phonic; and “filling in” words (taught by the word method) are *so few*, the latter are not taken into account in giving the name. The method is, therefore, usually called the phonic method.

The sequence is:—(*cat, mat, sat*), *fat, pat, Sam, hat, bat, rat, vat, fan, bag, lag, lad, man, jam*, each word being the subject of a new lesson and the central word in a new sentence.

Appropriate sentences may be formed for this sequence by the addition of the following “filling in” words:—*a, the, on, is, in, by, not, do, has*.

The consonants not found in this sequence are:—*k, q, w, x, y* and *z*. Some of these, if not all, may be introduced with short *a*; but it has been found convenient to distribute them among the lessons involving the other “short” vowels.

In the first lesson, “picture” is used instead of “letter.” That name may soon be dropped, and “letter” alone, used.

GENERAL INSTRUCTIONS FOR PRECEDING LESSONS.

The meaning and use of capital letters should be taught with the first sentence—*The cat on the mat.* The capital may be called a “big” letter, the pupils being told that we make the *first letter* of the first word thus, because that word is the *leader* or *head* of the sentence, and the first letter is the *leader* or *head* of the word.

In some cases there is little or no difference in form between capital and small letters. When there is a difference, the pupils may be led to recognize the letter in “capital” form, and as usual, to associate with it, its sound.

The other frequent use of the capital—beginning a proper name—will be plain to the pupils. The name of a person or a place is of sufficient importance to need a “big” letter at the beginning.

The use of the punctuation mark called the “full stop” or “period,” should be explained at the same time. The pupils will be told that it is used to mark the end of a statement or sentence.

At the end of the first series of sentences (those involving the use of *a* short)—up to this time written in script—they should be repeated in “print” on the B.B., so that the pupils may, at once, recognize the letter in either form and associate with it, the sound. In this, again, little difficulty will be met, the difference in form between script and “print” being so slight.

SECOND SERIES OF LESSONS.

The second series of sentences in the “first stage”—each sentence making matter for one “lesson”—are based on *e* short, using the old consonants at discretion, and introducing *w*, if this letter has not been taught with short *a*.

Following the rule laid down on page 3—selecting a word with but one new letter—the word *hen* is taken to introduce the series, which may consist of the following words, *hen, fed, pet, men, set, net, wet, peg, red, bed, web, get.* Each of these may be made the central word in a sentence; or two or three of the words may be used in the same sentence, but only one will be “new.”

All the sentences needed to teach the pupils to recognize these words and to read the sentences with expression, may be made by the addition of only two new "filling in" words, *it* and *from*.

PLAN OF THE FIRST LESSON FOR WORDS INVOLVING SHORT *E*.

Topic. To teach the pupils to read with intelligence and expression the group of words :—*The hen*—*e* being a new letter.

Introduction.

1. Review, in "work-shop" of B.B., by one of the methods, or by both, laid down under "Introduction," page 4, the sounds of the letters *h* and *n*. After this review place the letters thus :—

<i>h</i>	
<i>n</i>	

giving a good drill by method *b* (page 3).

Then review the word *the*, in a similar manner ; and after this review, place it thus :—

<i>h</i>		<i>the</i>
<i>n</i>		

2. By a question or questions lead the pupils to *speak* the word *hen*. (The question or questions are not given here, as "environments" will regulate the form.)

Development.

1. As in the first lesson, the pupils are called on to analyse the word, until they discover there are three sounds.
2. The usual drill is given on these sounds until the pupils can articulate them by number, in any order.
3. The first and third sounds *the pupils can represent* by letters. A pupil is asked to place on B.B. the letter that tells us to say the first sound. He places the

- letter *h* on the B.B. ; other pupils do the same, or make the letter in their note books.
4. The teacher now "removes" the letter *h* to a more conspicuous part of the B.B.—such a place as it will occupy in the word to be formed later.
 5. The letter representing the third sound—the letter *n*—is similarly made by a pupil or pupils at the call of the teacher, is removed by the teacher as before and placed near *h*, thus :—*h n*, which are now in their proper place and proper form to make the word *hen*.
 6. The teacher says to the class :—"I shall now put on the B.B. the letter which tells us to say the second sound. Let me hear the second sound again." The teacher places the letter *e* in the "work-shop" of the B.B., writing it several times, and drilling the pupils on associating the sound with the letter, until the association is firmly fixed in the mind.
 7. The teacher now "removes" the letter *e* to its place between *h* and *n*, thus—*hen*. The pupils, as in previous lessons, are encouraged to pronounce the word for themselves without having the individual letters pointed out. If the pupils cannot do this, the teacher will point to each letter, calling for its sound, and moving rapidly from letter to letter, until the pupils catch the combination and give the word as a whole. But at this stage of the lessons, pointing to individual letters should not be necessary.
 8. *The* is placed before the word, and a pupil is called on to read the group with expression :—*The hen*.

NOTE.—At this stage of the lessons, the curved line over the group may not be needed. It should be dispensed with as soon as possible, the pupils being trained, early, to read without its help.

TYPE PLAN FOR OTHER LESSONS INVOLVING THE
USE OF *E* SHORT, WHEN NO NEW
LETTER IS PRESENTED.

Topic.

To teach the pupil to read with intelligence and expression, the sentence:—"It is not a red hat."

Introduction.

1. Review in the "work-shop" of the B.B. the vowels *a*, *e*, and the consonants *d*, *h*, *n*, *r*, *t*, placing them thus, after this review:—

<i>a</i>	<i>d</i>
<i>e</i>	<i>h</i>
	<i>n</i>
	<i>r</i>
	<i>t</i>

2. Review the words *red* and *hat* in a similar manner (the pupils should recognize them at once); and, after the review, place them in a new column. The columns will now appear thus:—

<i>a</i>	<i>d</i>		<i>red</i>
<i>e</i>	<i>h</i>		<i>hat</i>
	<i>n</i>		
	<i>r</i>		
	<i>t</i>		

3. In a similar manner, review *a*, *is*, and *not*, which have been taught in a preceding lesson; and place them in the vacant third column. The columns will now appear thus:—

<i>a</i>	<i>d</i>	<i>a</i>	<i>red</i>
<i>e</i>	<i>h</i>	<i>is</i>	<i>hat</i>
	<i>n</i>	<i>not</i>	
	<i>r</i>		
	<i>t</i>		

4. Now place the word *It* in the “work-shop;” tell the pupils what the word is; and thoroughly drill them on saying it *as a whole*. After this drill, place the word in the third column, under *not*; the columns now appear thus:—

<i>a</i>	<i>d</i>	<i>a</i>	<i>red</i>
<i>e</i>	<i>h</i>	<i>is</i>	<i>hat</i>
	<i>n</i>	<i>not</i>	
	<i>r</i>	<i>It</i>	
	<i>t</i>		

5. Give a smart drill on the letters and words in these columns.

**Develop-
ment.**

1. Write or print on the B.B. the sentence:—“It is not a red hat.”
2. Drill on word recognition and word naming, frequently changing the order in pointing out the words.
3. Drill on reading groups, taking care that the pupils make *logical* groups:—“It — is not a red hat.”
4. Drill on reading the whole sentence with expression.

**Practical
Exercises.**

The pupils are asked to write the sentence several times in their note books.

PLAN OF A LESSON INVOLVING THE USE OF *E*
SHORT, WITH *W* AS A NEW LETTER.

Topic.

To teach the pupils to read with intelligence and expression, the sentence :—"Let Dan get the web from the bed," *w* being a new letter.

Introduction.

1. Review the vowels *a*, *e*, and the consonants *L*, *D*, *b*, *d*, *g*, *n*, *t*, placing them thus, after this review :—

<i>a</i>	<i>L</i>
<i>e</i>	<i>D</i>
	<i>b</i>
	<i>d</i>
	<i>g</i>
	<i>n</i>
	<i>t</i>

2. Review the words *Let*, *Dan*, *get*, *bed*. These have been taught phonically, and should be recognized by the pupils at once. Place them so as to make the columns appear thus :—

<i>a</i>	<i>L</i>	<i>Let</i>
<i>e</i>	<i>D</i>	<i>Dan</i>
	<i>b</i>	<i>get</i>
	<i>d</i>	<i>bed</i>
	<i>g</i>	
	<i>n</i>	
	<i>t</i>	

3. Review the "filling in" words, *the* and *from* (recognized as *whole* words), placing them so that the columns now appear thus:—

<i>a</i>	<i>L</i>	<i>the</i>	<i>Let</i>
<i>e</i>	<i>D</i>	<i>from</i>	<i>Dan</i>
	<i>b</i>		<i>get</i>
	<i>d</i>		<i>bed</i>
	<i>g</i>		
	<i>n</i>		
	<i>t</i>		

4. Give a smart drill on the letters and words in these columns.
5. Bring from the pupils the spoken word *web*.

**Develop-
ment.**

Steps 1, 2, 3, 4, 5, 6 and 7, as in the lesson to present the word *mat*, pages 4 and 5.

8. Thoroughly drill the pupils in the quick recognition of the word *web*; then place it in the fourth column, under *bed*, the columns appearing thus:—

<i>a</i>	<i>L</i>	<i>the</i>	<i>Let</i>
<i>e</i>	<i>D</i>	<i>from</i>	<i>Dan</i>
	<i>b</i>		<i>get</i>
	<i>d</i>		<i>bed</i>
	<i>g</i>		<i>web</i>
	<i>n</i>		
	<i>t</i>		

NOTE.—The steps taken to make the pupils familiar with a new letter and its sound, are always the same, as will be seen from the foregoing plans. There is, first, the *spoken* word, involving the use of the new letter. By questioning, the pupils are led to give this word *orally*. They next break it up into its sounds; and represent by letters on B.B. the sounds they can represent. The sound or sounds they cannot represent, are represented by the teacher. Then all the letters are put together—the old and the new—and the pupils learn the written word, as they have, long before, learned the spoken word.

9. A final drill may be given on the *words* in the columns.
10. Now write the sentence on the B.B.: *Let Dan get the web from the bed*; and drill the pupils, as before, in word recognition and word naming, then in reading the logical groups of which the sentence is made up, then in reading the whole sentence intelligently and expressively:—*Let Dan—get the web—from the bed*, or, *Let Dan get the web—from the bed*.

Practical Exercises.

As in former plans.

NOTE.—It will be seen from this and the two preceding plans, that in the “Introduction,” a review is made of *all* the vowels and *all* the consonants used phonically in the sentences. As the lessons proceed, this *complete* review will not be necessary. The pupils become so familiar with the sounds of the letters, only on those whose sounds are difficult to remember—the consonants especially—should time be spent in review. Later, review of *letters*, as far as the “first stage” of phonic reading is concerned, may be wholly abandoned.

THIRD SERIES OF LESSONS.

The third series of lessons in the “first stage”—each sentence making matter for one “lesson”—are based on *i* short, using as many of the old consonants as will make a helpful number of significant words and sentences.

Again, following the rule laid down on page 3—selecting a word with but one new letter—the word *pig* may be

taken to introduce the series, which consists of the following words:—*tin, sip, lid, big, hit, gig, sit, wig, Tim, did, him, kid*. Each of these, or two or more, having but one of them “new,” may be used in a sentence.

For this series *k* may be reserved; and will, then, be the second *new* letter of the series. Short *i* should be taught first in the usual manner (see plan of teaching short *e* as a new letter); then a number of words containing the sound of short *i*; then, near the end of the lesson, *k*, as in the word *kid*.

The only additional “filling in” words needed for this series are *nor* and *see*.

PLAN OF THE FIRST LESSON FOR WORDS INVOLVING SHORT *I*.

Topic. To teach the pupils to read with intelligence and expression the group of words:—*The pig*—*i* being a new letter.

NOTE.—The remaining parts of this plan will be exactly similar to those of the plan of “The first lesson for words involving short *e*”—page 9.

TYPE PLAN FOR OTHER LESSONS INVOLVING THE USE OF *I* SHORT, WHEN NO NEW LETTER IS PRESENTED.

Topic. To teach the pupils to read with intelligence and expression, the sentence:—“The pan is not big, nor has it a lid.”

NOTE.—Follow second plan for words involving use of short *e*—page 11.

Explain use of comma.

PLAN OF A LESSON INVOLVING THE USE OF *I* SHORT, WITH *K* AS A NEW LETTER.

Topic. To teach the pupils to read with intelligence and expression the question:—“Did Tim see the kid?”—*k* being a new letter.

NOTE. —Follow last plan for words involving use of short *e*—page 13. Here introduce *q*, as in the word *quit*: *qu* being equivalent, in sound, to *kw*.

Explain use of question mark ; and, indirectly, give a hint about “inflexion.”

Expression must mark the reading of every lesson.

PARAGRAPHING.

In this series, if not in the last series of lessons, “paragraphing” may be introduced. That is, while following the suggestion that each sentence should form matter for *one* lesson, the teacher, in the selection of these sentences, can observe a certain sequence leading to a group of more or less closely-connected sentences, treating, as it were, of the same topic, and thus forming a “paragraph.” Of course, the technical term “paragraph” will not be used by teacher or pupils at this stage ; but, as the sooner *isolated* sentences are given up, the better, the pupils may, by the teacher’s selection of sentences, indirectly learn the idea of grouping them, and thus learn the nature and use of the paragraph. For example :—

The pig. The pen. See the big fat pig. It is in the pen. On the pen is a net.

The kid. The tin pan. The pan is not big, nor has it a lid. Do not hit the kid, let it sip from the pan.

The sentences in the first paragraph should be taught singly ; then when all are learned, they should be grouped as given above, and the pupils called on, individually, to read the paragraph.

The next group (in “new paragraph” form) should be similarly treated.

FOURTH SERIES OF LESSONS.

The fourth series of sentences in the “first stage”—each sentence making matter for one “lesson,” but special care

being taken to give thorough drill in reading the *paragraph*—are based on *o*, as the new letter, with its short sound, using the consonants at discretion, as in last series.

Again observing the rule regarding the choice of an introductory word, the word *dog* is selected. Other phonic words of this series may be:—*top, box, log, cob, Bob, rod, jog, hot, fox, not, got, Tom*; and the following, or others, at the discretion of the teacher, as “filling in” words, taught as whole words:—*and, of, so, but, oh, with*.

For this series *x* may be reserved as the second *new* letter. It could have been introduced in the first series with short *a*, in *lax, tax* or *wax*; but the word *box* is more familiar to the pupils, and *x* may conveniently be held over. The sequence will thus be:—*dog, top, box*, etc., and the first and second paragraphs may be the following:—

The dog. The top. Tom has a big dog and a top. The top is on the lid of a box, and the box is on a log.

The cob. Bob has the cob in a gig. It is so hot the cob can but jog. Oh! Bob, do not hit the cob with a rod.

The plans given in the last series will serve as models for plans in this series.

Instruction in the use of the semicolon and “exclamation” mark will come appropriately here.

FIFTH SERIES OF LESSONS.

The fifth series of sentences in the “first stage”—involving the reading of sentences and paragraphs—are based on *u* as the new letter, with its short sound. A selection of consonants will be made as in preceding lessons.

The introductory word for this series may be *gun* or *sun*—the latter being, possibly, the more familiar in speech. Other phonic words of this series may be:—*up, but, hut, gun, bun, mug, sup, bud, tub, rug, hum, pup, tug*; and the

following or others as "filling in" words :—*will, he, have, some, she.*

For this series *y* may be reserved, although its proper place seems to be in the second series—with *e* short, as in *yet*. Indeed, the word *yet* is the only familiar word of three letters in which *y* is used as a consonant. The sequence will thus be :—*gun, sun, yet, etc.* ; and the first and second paragraphs may be the following :—

A gun. Tom has a gun. The sun is not up yet ; but Tom will get his gun from the hut ; and he and the dog will have some fun.

A bun. A mug. Mab has a bun and a mug. She can sup from the mug. She has a bud in her lap.

The plans given for third series will serve as models for this series.

NEW SERIES OF LESSONS INVOLVING THE SHORT SOUNDS OF THE VOWELS.

By this time the vowels with their short sounds, and the consonants (except *z*) with their sounds, are familiar to the pupils. *Z*, as in *zest*, may be taught as the other consonants were taught ; *z*, as in *zeal*, may be added to words under *ea* on page 55. As a review to perfect the pupils in letter and sound recognition, a new series of lessons involving the short sounds of *a, e, i, o, u*, should now be introduced.

In this new series, from any one collection of sentences having a certain short vowel sound as the leading vowel sound, we are not obliged to shut out the short sounds of certain vowels, as in groups of sentences in the preceding series. From the series of sentences first using *a* short, all other vowels were, of necessity, excluded. The second series could use *a* and *e*, but no others, and so on.

It will be seen, therefore, that in this new series of lessons, while still keeping to the *type* of words belonging to the "first stage" (see page vi.), greater variety is permitted ;

and the pupils have a better opportunity for expressive reading.

The following lesson will illustrate this :



Rab	cab	wag	mad
pan	sap	tan	bad
nap	rap	gag	tap
Fan	lad	Tab	tag
ham	dam	Nan	

Words to
be taught
as wholes.

—
then
tree
in-to

Rab is not a bad lad. He put the rug in the cab and had the nag run for Tom. He then fed Tab, and let her have a nap on the box.

Tom is a wag, but he must not rap on the box. He put the tag on the dog. The dog is not mad and is not to have a gag.

Dan and Sam got some ham from the van ; and put it in the pan.

The man will tap the tree by the dam ; and the sap will run in-to the tub. Fan and Nan sip the sap. The sun will not tan them.

The foregoing lesson shows that, while the *leading* vowel

sound is the short sound of *a*, the short sounds of the other vowels are not excluded (the pupils having learned these in preceding lessons), but help to make the variety spoken of before. Thus we have used such words as *fed*, *sip*, *box*, *run*.

This new series of lessons will, therefore, be the following:—

- I. Sentences and paragraphs involving use of *a* short, with new consonant combinations— a single consonant beginning and ending the word.
- II. A similar group of sentences and paragraphs for *e* short.
- III. A similar group for *i* short.
- IV. A similar group for *o* short.
- V. A similar group for *u* short.

METHOD OF TEACHING THE PRECEDING LESSON.

The first two paragraphs are closely connected with the first picture, and may, therefore, be looked upon as making one lesson.

The first step is to use the picture as the basis of a “language lesson” for the pupils. They are asked to put in words what the picture suggests. They are asked to make a “story” of what the picture tells them. Full scope must be given to the pupils’ imagination. The teacher must not try to guide them into expressions exactly like those found in the printed lesson. While their thoughts regarding the picture may closely correspond with the thoughts set forth in the printed lesson, it is hoped that their expression of these thoughts will be somewhat different. This “language lesson” will be wholly oral.

When the pupils have made from the picture a “story” of their own, the teacher tells them that some one else has

made a "story" about these two boys; and the black-board, tablet, or book will tell this story. The teacher then says: "But, before we hear the new story, I wish to know how many can pronounce all the words I shall place on the B.B."

The teacher places in columns on the B.B. certain of the phonic and "filling in" words used in the printed lesson.

Thus:—

Rab	wag	is
put	rap	for
fed	dog	then
box	gag	have

They may be placed "one by one" in the "work-shop" of the B.B. for drill there, and then "removed" to the columns; or they may be in the columns on the B.B. before the lesson begins. The latter plan will save time, and will enable the teacher to give a rapid drill on all the words just before the "reading" begins.

The number of such words for drill is at the discretion of the teacher. He may put on the B.B. before the reading, *all* the phonic, and the most difficult of the "filling in" words; and give the pupils the usual "word-naming" drill on these. But at this stage, such an extensive drill on phonic words should not be necessary. Only the most difficult of these, as of the "filling in" words, will need special attention.

After this drill, the teacher places in the "work-shop" of the B.B. the sentence:—Rab is not a bad lad. The pupils, after a silent examination of the sentence, are exercised in word-naming, grouping, and reading the sentence as a whole.

To get *expressive reading* by the pupils, they must be led to see that in every sentence something is named, and, then something is said about the person or thing named. To *read with expression*, they must first read expressively all

the words naming what we are speaking about ; and then must read expressively the words saying something about the person or thing named.

Thus, the teacher says to the pupils :—" Look over this sentence. It speaks about some one. About whom does it speak ?" " It speaks about Rab." The pupils give the word *Rab*, expressively, as if they had, as they have, something to say about him. The teacher continues :—" Now read all that is said about Rab." The pupils read — " is not a bad lad," just as they would speak it. The pupils must be drilled to read this as one group, and not thus :—is-not-a-bad-lad. Finally, the pupils, individually, read :—Rab—is not a bad lad. The sentence is then " removed " to another place on the B.B.

NOTE.—This is an appropriate place to speak of simultaneous or "concert" reading. This kind of reading has its advantages, and the teacher may use it at discretion. He may call on the pupils to read, in concert :—Rab—is not a bad lad. But this should be done *after* the individual reading, not *before* it. The following is the opinion of a very practical teacher of elocution on this question of simultaneous reading :—

Don't allow children to read much in concert. Use concert reading simply for securing certain results, and not for the best expression of thought. Concert reading is an admirable form of drill for too rapid readers,—and there is not one child in one thousand who reads too slowly, or slowly enough. It is also of service in the matter of pause, inflection, emphasis, initial and final consonants, and the correct pronunciation of words. But these matters should be treated largely as mechanical affairs, and the child's attention given to them as such. When this mechanical work has been done, attention to the *thought* to be expressed should be made an *individual* matter, for if concert work is relied upon for satisfactory reading, the intelligent minority of the class will interpret fairly well, while the stupid and indifferent, who most need the stimulus of *original effort*, will simply follow in the same direction without thought and consequently without benefit.—*Caroline Le Row*.

The second sentence (see lesson) is put in the "work-shop" of the B.B.; and the pupils, after a silent examination

or study of the sentence, and the usual drill in word-naming, are questioned thus:—"Again, this sentence speaks about some one. About whom does it speak?" "It speaks about 'Rab' or 'He.'" "Now, there are two things it tells about Rab or 'He,' what is the first thing told about him?" He—"put the rug in the cab." "What is the second thing told about him?" He—"had the nag run for Tom." "Now read so as to tell us the *two* things said about Rab." "He—put the rug in the cab—and—had the nag run for Tom."

In this sentence, if not in the last, the teacher may do a little towards giving the pupils an idea of what *emphasis* is, what an *emphatic* word is. In every sentence, or expression of thought, some ideas are more important than others, consequently the words expressing these ideas must be read with greater force. In the first part of the sentence:—He put the rug in the cab—the pupils may, easily, be led to see that the most important *ideas* are those underlying the words *rug* and *cab*,—that under *put* being somewhat less in importance. If the pupils are told that, to express the thought contained in this sentence, they are allowed but *two* of the words in it, they will readily select *rug* and *cab*. If they are told they may have a *third* word, they will select *put*. As soon as they have made this selection, they may be asked to read the part again—putting more force on *rug* and *cab*, and a little less on *put*. How this force is put on the words will be shown by the *model reading* of the teacher, *after the explanation*. The efforts of the pupils to this end will be the efforts of beginners; but a foundation will be laid for an intelligent appreciation of emphasis in future lessons.

In the second part—"had the nag run for Tom"—there is a still better example of the use and value of emphasis. The most important idea is that of *running*,

therefore, *run* is the leading or emphatic word, then *rag*, then *Tom*.

The second sentence is now placed with the first, making another step towards the formation of the paragraph.

The third sentence is dealt with in a similar manner, and placed with the first two, completing the paragraph.

As the proximity of the sentences to one another may cause a little confusion to the pupils, individual pupils may be called on to read a sentence in the order in which it comes on the B.B. The pupils, individually, should then be asked to read the paragraph as a whole.

When a pupil has done this, the teacher should criticise in a friendly, sympathetic way, pointing out any errors in grouping, emphasis, inflexion, etc., and then should ask the pupil to "try again." There should be as much individual reading of the paragraph as possible.

The teacher and pupils will deal with the second paragraph as with the first, having, first, a drill on phonic and "filling in" words, then on the reading of the sentences.

The two paragraphs are now made the subject matter for the reading lesson.

Most of the lessons, if not all, in Part I, should be first placed on the B.B., as in this lesson. After the B.B. lesson, if there is a "tablet," giving the same lesson, the pupils may read from the "tablet," and finally read from the book.

If the book alone is used, the lesson will be conducted as laid down in the preceding pages. The book simply substitutes the printed page for the B.B., and the method of teaching will not be changed.

SECOND STAGE.

(See Page vi).

TYPE LESSON FOR WORDS CONTAINING THE SHORT SOUNDS OF THE VOWELS; BUT THE VOWEL IS PRECEDED OR SUCCEDED, OR PRECEDED AND SUCCEDED BY TWO CONSONANTS, EACH BEING SOUNDED.

Topic.

To teach the pupils to read with intelligence and expression, the sentence:—"Ned is a smart lad"—*smart* being the leading phonic word.

NOTE.—The word *smart* is selected for this plan, because it has two consonants preceding, and two succeeding the short vowel. With this plan before him, the teacher will have no difficulty in making one for such words as *glad* (two consonants preceding the short vowel), and *milk* (two consonants succeeding the short vowel).

Introduction.

1. Give the pupils a good drill on the recognition of the words *Ned*, *is*, *a*, *lad*, by placing these words "one by one" in the "work-shop" of the B.B., and calling on the pupils to pronounce each word.

NOTE.—At this stage a review of *letters* should not be necessary.

After this review of words, place them in a column, thus:—

<i>Ned</i>	
<i>is</i>	
<i>a</i>	
<i>lad</i>	

2. By question or questions lead the pupils to say the word *smart*.

Develop-
ment.

1. The pupils are asked to pronounce the word *smart*, then more and more slowly, dwelling on each sound until they discover that there are *five* sounds in the word.
2. The pupils, individually and collectively, are drilled in articulating these sounds, as first sound, second sound, third sound, fourth sound, fifth sound; and then, in any order as the teacher directs.

NOTE.—As there are *five* sounds in the word, great care must be taken with this drill, so that the unusual number of letters and sounds will not confuse the pupils.

3. The pupils are able to place on the B.B. letters representing *all* the sounds. A pupil is asked to place on B.B. the letter which tells us to say the first sound. He does this; and other pupils place the letter on the B.B. or in their note books. As *s* and its sound are quite familiar to the pupils, a very brief drill will be sufficient.
4. The letter *s* is removed to another place on the B.B., standing as the beginning of the word *smart*.
5. The remaining four letters are placed on the B.B. in the same way by the pupils; and are, in turn, “removed” to their places in the word *smart*, which now appears thus on the B.B.
6. The pupils are called on to say the word as a whole. The unusual number of letters may cause a slight difficulty; but the pupils, by this time, are so proficient in recognizing whole phonic words, the difficulty will soon disappear.
7. The word *smart* is placed in a second column, the columns appearing thus:—

<i>Ned</i>	
<i>is</i>	<i>smart</i>
<i>a</i>	
<i>lad</i>	

8. A brisk final drill is given on these words.
9. The sentence :—"Ned is a smart lad," is placed on the B.B. ; and the usual drill is given in word-naming, in reading groups, and in reading, with expression, the sentence as a whole, thus :—Ned—is a smart lad.

Practical Exercises.

As in the preceding plans.

NOTE.—We may find words having *three* or (possibly) more consonants preceding or succeeding the short vowel, as *strip*, *burst*, *sprigs* ; but the plan for these words will be similar to the last, except for the word *sprigs*, where there are six sounds to be represented, and where a six-letter word is, afterwards, to be recognized and read.

NEW CLASS OF WORDS IN SECOND STAGE

TYPE PLAN FOR WORDS HAVING "DOUBLE" CONSONANTS, SUCH AS, *PUFF*, *EGG*, *HILL*, *BESS*, *BACK*.

Topic.

To teach the pupils to read with intelligence and expression the group of words :—The bell—*ll* being a new combination to express a single sound.

Introduction.

1. It may be well in this lesson to review the letter *l* and its sound ; because, in the word *bell*, the sound is represented by two *ll*'s. That the sound may be represented by one *l*, must be firmly fixed in the minds of the pupils.
2. By questioning lead the pupils to *speak* the word *bell*.

Develop-
ment.

1. The pupils pronounce the word *bell*, then more and more slowly until they discover there are *three* sounds in the word.
2. The usual drill is given in articulating the sounds by number, as arranged by the teacher.
3. The pupils are called on to place on the B.B. the letter representing the first sound—the letter *b*.
4. The teacher “removes” this letter, as in preceding plans.
5. The letter *e* is similarly placed on B.B. and “removed,” making, in a conspicuous place, the combination, thus : *be*.
6. The pupils are asked to place in the “work-shop” of the B.B. the letter which tells them to say the *third* sound in the word *bell*. They will place there a single *l*.

NOTE.—There are now two ways of dealing with the additional *l*. One is to “remove” to its place with *be*, the single *l* made by the pupils, to call on them to pronounce the word as if written *bel*, and to tell them that in these small words this letter is always made twice, thus, *bell*, though one letter is all-sufficient to suggest the sound, to which the second letter adds nothing. To this method is made the natural objection that the pupils should not be allowed to see such a combination as *bel* for the word *bell*. The other way is not open to this objection, and it is that adopted in the next step.

7. The teacher now *tells* the pupils that while they are quite correct in putting on the B.B. a single *l* to represent the third sound, in almost all cases where this sound comes at the end of a word, the *l* is “doubled,” that is, a second *l* is added to the first, although no change is made in the *sound*. The pupils are exercised in making *ll* in the “work-shop” of the B.B., at the same time giving the sound.
8. The teacher now “removes” *ll* to its place beside *be*, making the word *bell*—written thus :—*bell* or *bell̂*. The

pupils, individually and collectively, pronounce the word.

9. The word *the* is now prefixed; and the pupils read, expressively, the group:—The bell.

Practical Exercises.

As in preceding plans.

This plan will serve as a model for plans to teach the pupils to recognize, account for letters in, and pronounce such words as *puff*, *egg*, *hill*, *Bess*, *Ann*, except that in the words *egg* and *Ann*, each has but *two* sounds.

NEW CLASS OF WORDS IN SECOND STAGE. WORDS ENDING IN *CK*.

Topic.

To teach the pupils to read with intelligence and expression the group of words:—The sack—*ck* being a new combination to express a single sound.

Introduction.

1. The teacher articulates the sound represented by *c* hard and *k*; and calls upon the pupils to place on the B.B. the picture which tells them to say this sound.

NOTE.—It is very probable that some of the pupils will put *c* on the B.B., and others *k*. This is just what the teacher wants. For the purposes of the lesson *both* forms are needed in the introduction; and if both forms are given, the pupils are drilled in sounding the letters, the teacher taking care that the pupils thoroughly understand the two forms for *one* sound.

If, which is hardly possible, the pupils when called on put but *one* form on the B.B., *c* or *k*, the teacher will ask for the other form, which the pupils will place on the B.B. for the drill spoken of in the last paragraph.

These letters are now placed, thus:

<i>c</i>	
<i>k</i>	

2. By questioning, the pupils are led to say the word *sack*.

Develop-
ment.

1. The pupils pronounce the word *sack*, then more and more slowly until they discover there are *three* sounds in the word.
2. The usual drill is given to the pupils in articulating the sounds by number, as arranged by the teacher.
3. The pupils are called on to place on the B.B. the letter representing the first sound—the letter *s*.
4. The teacher “removes” this letter as in preceding plans.
5. The letter *a* is similarly placed on the B.B., and “removed,” making, in a conspicuous place, the combination, *sa*.
6. The pupils are asked to place in the “work-shop” of the B.B. the letter which tells them to say the *third* sound in the word *sack*.

NOTE.—Some of the pupils may place *c*, others *k*, on the B.B. If they do not place *both* forms, the teacher must lead them to do so.

7. Both forms *c* and *k* being on the B.B., the teacher drills the pupils in giving the sound as either letter is pointed to.
8. The teacher now *tells* the pupils that either *c* or *k* may be used to represent the *third* sound in the word *sack* (the pupils again analyze the word, and give, clearly, the third sound); but, at the end of such words, *both* are added, thus, *ck*. A good drill is given on *ck* in the “work-shop” of the B.B., so that the pupils recognize a combination of *two* letters representing one sound.
9. *Ck* is now put in its place with *sa*, already on B.B., the word being written thus:—*sack* or *sack*. The pupils individually and collectively pronounce the word, which is then placed in the second column, thus:—

c		sack
k		

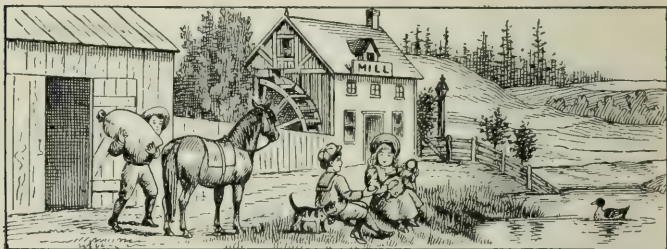
10. The group of words—The sack -- is now placed on the B.B., and is read, expressively, by the pupils.

**Practical
Exercises**

As in preceding plans.

Now will come appropriately a review lesson involving the use of the short vowels, the single consonants, and such consonant combinations as *ll* and *ck*.

REVIEW LESSON.



back	duck's	dull	wind	pink
Jack	off	glass	barn	soft
sack	puff	grass	smart	pond
band	egg	Bess	help	drop
neck	eggs	a-cross	nest	corn
Dick	bell	glad	rest	hurt
thick	fill	bank	milk	must
lock	mill	hard	duck	doll

*Words to
be taught
as wholes.*

—

go

There

like

work

are

Jack will fill the sack from the bin in the barn.
In the bin is corn. He will then put the sack
a-cross the back of the nag; and the nag will go
to the mill.

Dick and Bess sit on the bank at the mill.
There is grass on the bank. They like to rest in
the soft grass. They do not work so hard as
Ned. Dick has an egg. It is a hen's egg. Bess
has her wax doll. They are not dull or sad; they
are glad.

The cat has on its neck a pink band with a bell. The
bell can-not drop off. Bess put on the band and the bell.
The cat must not get the egg. It will sup milk un-til it is
fat. It has thick fur.

Dick will lock the mill; and will not hurt the duck on
the pond. He got six eggs from the duck's nest. The
eggs of the hen are not so big.

There is not a puff of wind. The pond is like glass.

See on page 21 hints for teaching the pupils to read
such a lesson.

NOTE.—Review may be carried further by a series of lessons
arranged thus:—

REVIEW LESSONS.

A series of sentences, arranged in paragraphs, and giving
exercise in monosyllables ending in *b*, preceded by *a*, *e*, *i*,
o, *u*; such words as *Tab*, *web*, *rib*, *cob*, *tub*, in new groups
and sentences.

A similar exercise involving monosyllables in *d* final,
such as *sad*, *led*, *hid*, *sod*, *mud*, in new groups and
sentences.

Similar exercises in *g*, *m*, *n*, *p*, *t*, *x*, final—building on
each letter, preceded by a short vowel, words leading to
sentences and paragraphs.

NEW CLASS OF WORDS IN SECOND STAGE.

These words will involve such combinations as *ch*, *sh*, *th*, *wh*, and *ng*; each *pair* of letters representing but *one* *sound*, and that sound unlike the sound of either letter of the pair.

TYPE PLAN.

Topic.

To teach the pupils to read with intelligence and expression, the group of words:—The chin—*ch* being a new combination to express a single sound.

Introduction.

1. Review *The*, and, as usual, place it in a column, thus:—

The |

NOTE.—Review of the letter *n* is unnecessary. Review of *c* and *h*, *individually*, would be a fatal mistake, because there is no relation or connection between the sounds of *c* and *h* individually, and the sound of *ch*. In *ch* there is a very slight trace of the sound of *h*; but not sufficiently clear to the pupils.

2. Lead the pupils to *speak* the word *chin*.

Development

1. The pupils pronounce the word *chin*, then more and more slowly until they discover there are *three* sounds in the word.
2. The usual drill is given in articulating the sounds by number.
3. The pupils are called on to place on the B.B. the letter representing the third sound.
4. The teacher removes this letter—*n*—as in preceding plans.
5. Similarly the letter *i* is placed on the B.B. by the pupils and “removed” by the teacher to its place with *n*, thus, *in*.
6. The teacher says:—“I shall now put on the B.B. what tells us to say the first sound in *chin*. Say that first sound again.” (The pupils articulate the sound, and

the teacher continues thus):—"I am sorry we have no new single letter that will tell us to say the first sound; so, we are obliged to use two letters, looked upon, however, as one picture." The teacher places *ch* in the "work-shop" of the B.B., thus, *ch*, impresses on the pupils the fact that it is to be regarded as one letter, representing one sound. The pupils will need thorough drill on this important point, until they readily associate with *ch*, the first sound in the word *chin*.

7. The word *chin* is placed in the second column, thus :

the | *chin*

8. The group of words—The chin—is now placed on the B.B., and the pupils are called to say the group, with expression.

As in preceding plans.

This plan will serve as a type for lessons on *ch* as in *much*, *sh* as in *shut* and *fish*, *th* as in *thin* and *than*, *pith* and *with*, *wh* as in *whip*, and *ng* as in *song*. The two sounds of *th*—one as in *thin*, a "breath" sound, the other as in *than*, a "voice" sound—will make the only difficulty here. With these and similarly formed words, the word method is the only helper.

REVIEW LESSONS.

An appropriate concluding series of review lessons involving the short sounds of the vowels, and the new *consonant combinations*, may be presented here. These lessons are as follows :—

1. Sentences and paragraphs made up of words involving the use of *a* short, using before or after, or before and after, the short vowel, any of the consonants, or *consonant combinations*, found in preceding lessons.
2. Sentences and paragraphs giving words similarly formed on short *e*.

3. Sentences and paragraphs giving words similarly formed on short *i*.
4. Sentences and paragraphs giving words similarly formed on short *o*.
5. Sentences and paragraphs giving words similarly formed on short *u*.

The lessons developed thus far, appropriately belong to "Part I." of the "First Book." The succeeding plans refer to lessons properly belonging to "Part II."

This is a convenient place to examine the elementary sounds of the English language.

The English language has about forty elementary sounds ; consequently, our alphabet of twenty-six letters must do the duty of representing all these sounds. How this is done is shown in the following table :

Vowel Sounds :—

- | | |
|-----|---|
| 1. | The sound of <i>a</i> as in <i>tape</i> . |
| 2. | " <i>a</i> " <i>tap</i> . |
| 3. | " <i>a</i> " <i>tar</i> . |
| 4. | " <i>a</i> " <i>tall</i> . |
| 5. | " <i>e</i> " <i>mete</i> . |
| 6. | " <i>e</i> " <i>met</i> . |
| 7. | " <i>i</i> " <i>ripe</i> . |
| 8. | " <i>i</i> " <i>rip</i> . |
| 9. | " <i>o</i> " <i>hope</i> . |
| 10. | " <i>o</i> " <i>hop</i> . |
| 11. | " <i>u</i> " <i>tube</i> . |
| 12. | " <i>u</i> " <i>tub</i> . |
| 13. | " <i>u</i> " <i>rule</i> . |
| 14. | " <i>w</i> " <i>wet</i> . |
| 15. | " <i>y</i> " <i>yet</i> . |
| 16. | " <i>ou</i> " <i>bound</i> . |
| 17. | " <i>oi</i> " <i>boil</i> . |

Beginning a word, *w* = *oo* rapidly pronounced.

" " *y* = *ee* "

Ending a word, *w* = *u*.

" *y* = *i*.

Consonant Sounds :—

Some of the consonant sounds may be given in pairs ; one of each pair expressing what is called a *breath* sound ; the other, a *voice* sound. In the following table, the *breath* sounds are put first.

{ 18.	The sound of <i>p</i>	as in <i>pet</i> .
{ 19.	" <i>b</i>	" <i>bet</i> .
{ 20.	" <i>t</i>	" <i>ten</i> .
{ 21.	" <i>d</i>	" <i>den</i> .
{ 22.	" <i>f</i>	" <i>fat</i> .
{ 23.	" <i>v</i>	" <i>rat</i> .
{ 24.	" <i>th</i>	" <i>think</i> .
{ 25.	" <i>th</i>	" <i>then</i> .
{ 26.	" <i>c(k)</i>	" <i>cob</i> and <i>kid</i> .
{ 27.	" <i>g</i>	" <i>got</i> .
{ 28.	" <i>ch</i>	" <i>chest</i> .
{ 29.	" <i>j</i>	" <i>jest</i> .
{ 30.	" <i>s</i>	" <i>seal</i> .
{ 31.	" <i>z</i>	" <i>zeal</i> .
{ 32.	" <i>sh</i>	" <i>show</i> .
{ 33.	" <i>z</i>	" <i>azure</i> .

Consonant Sounds not pairing :—

34.	The sound of <i>l</i>	as in <i>let</i> .
35.	" <i>m</i>	" <i>met</i> .
36.	" <i>n</i>	" <i>net</i> .
37.	" <i>r</i>	" <i>rat</i> .
38.	" <i>ng</i>	" <i>song</i> .
39.	" <i>h</i>	" <i>hot</i> .
40.	" <i>wh</i>	" <i>what</i> .

The *names* of the letters should be taught at this stage, because the pupils should now be trained to spell the word by *naming* the letters.

PART II.

INTRODUCING THE THIRD STAGE IN PHONIC READING.

In this stage are presented words involving the long sounds of the vowels, such as *game, here, line, rope, tube*. On these words are built sentences and paragraphs, as in the preceding lessons.

Entering on this stage, the pupils meet the first serious difficulty in phonic reading. Take, for example, the vowel *a*. Up to the present, the pupils have associated with it its short sound. Now it is necessary to teach them that, under certain conditions, *a* has another sound. Fortunately the orthography of our language helps effectively to settle the question as to when *a* represents *ă*, and when *ā*. In the word *pan*, *a* is short; add the final *e*, silent—*pane*—and the sound of *a* is long. The key-note of the lessons in this stage will, therefore, be the influence which final *e* silent has on the preceding vowel. It is easily learned by the pupil, who will soon be able to make, in reading, the distinction between such words as *pan* and *pane*, *met* and *mete*, *pin* and *pine*, *rob* and *robe*, *tub* and *tube*.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUNDS OF THE VOWELS.

Topic.

To teach the pupils to read with intelligence and expression the group of words:—The pane—*a* having a new sound.

Introduction.

1. Review the letters *a*, *p* and *n*, by placing them in the "work-shop" of the B.B., and calling on the pupils to give the sounds. Then place them in columns, thus:—

<i>a</i>	<i>p</i>
<i>n</i>	<i>n</i>

2. Bring from the pupils the spoken word *pane*.

**Develop-
ment.**

1. The pupils are asked to pronounce the word so as to show how many sounds it contains. It has three sounds.
2. The pupils, as usual, are drilled in giving the sounds by number, in any order.
3. Certain pupils are asked to put in the "work-shop" of the B.B. the letter which tells us to say the first sound; *p* is so placed, and is "removed" by the teacher to another place on the B.B.
4. Similarly *n* is placed on the B.B. by the pupils, and removed by the teacher to its position near *p*—thus, *p n*.
5. The pupils are asked to pronounce the word as a whole, and to articulate the second sound.
6. The teacher says: "We have no *new* letter to tell us to say this sound; we must, therefore, use an old one, with something to show that the old letter has the new sound."

NOTE.—There are two ways of dealing with the new conditions. The teacher may put between *p* and *n*, the letter *a*, and ask the pupils to read the word thus formed. They will call it *pan*. The teacher asks, "What do we want to say?" They will answer "*pane*." The teacher then tells the pupils that to make a word saying *pane*, we use the letters *p*, *a* and *n*, with a letter at the end—this letter saying nothing, but showing that the second letter tells us to say *ā* instead of *ă*—thus, *pane*. A good drill should be given in pronouncing the *two* words—*pan*, then *e* is added, and the pupils are asked, "What does the word in its new form—*pane*—tell us to say?"

The other plan, and possibly the better one, is that which follows:

The teacher puts in the "work-shop" of the B.B. the letter *a*, with *e* following at a little distance, and marked thus:—*a e*; and tells the pupils that when they see these two letters, with one between, the first one tells us to say *ā*. Then the combination is "removed" to *p n*, *a* being placed between these two letters, and *e* at the end marked thus *e*—the whole word appearing as *pāne*.

NOTE.—Thorough drill is necessary here. Drill the pupils, first, in giving the sound of *a*, always looking towards final *e* silent; and then in giving the whole word *pane*.

7. The group of words—The pane—is now placed on the B.B. and is read, expressively, by the pupils.

Practical Exercises.

Oral:—The teacher may put on the B.B. a number of words like the following, and ask the pupils, individually and collectively, to pronounce the words correctly and briskly:—*babe, spade, safe, lake, gale, game, mane, tape, hare, base, Kate, ware, gaze*. Quick word recognition and word naming are the important points here.

NOTE.—In the first drill, the words may have *e* marked as silent, thus *e*: in the second drill, the words should be written in the ordinary way.

After this drill, *pairs* of words may be made, contrasting the long and the short sound; and the pupils may be asked to pronounce each word of the pairs, clearly bringing out the distinction, thus:—*Bab* and *babe*, *mad* and *made*, *dam* and *dame*, *van* and *vane*, *tap* and *tape*, *fat* and *fate*.

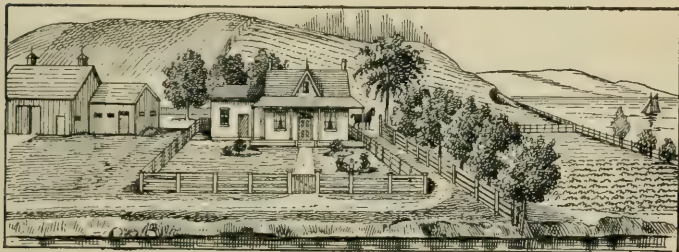
Written:—The pupils are asked to write several times in their note-books—as "desk work"—the group—The pane.

This plan will serve as a type for plans to present to the pupils the long sound of *e* as in *here*, the long sound of *i* as in *bite*, the long sound of *o* as in *rope*, and the long sound of *u* as in *mute*.

Sometimes the final *e* silent comes immediately after the vowel which it “makes” long, thus:—*lie*, *hoe*, *due*. This should present no difficulty to teacher or pupil. There is no consonant between the long vowel and the final *e* silent; but the absence of this consonant affects neither vowel.

TYPE LESSON INTRODUCING THE LONG SOUNDS OF THE VOWELS.

a, with its long sound before final *e* silent; *c*, with its soft sound before final *e* silent.



babe	safe	lame	base	shade
face	lake	tame	gate	gale
Grace	make	Dave	Kate	bare
pace	fade	take	lane	cave
race	made	shake	mane	late
spade	tale	care	have	rate
wade	game	hare		

*Words to
be taught
as wholes.*

—
good
house
flowers
horse
you
saw
says
out
breaks

Ben Smith has a big farm which stretch-es from the top of the hill to the lake. It is good land, and from it he will take a rich crop. At the base of the hill is the house; and a lane runs from it to the lake. At the back of the house, and a-long the lane are trees, the branch-es of which make a shade from the hot sun. The sun makes the flowers fade.

The horse is in the yard. You will see him rush through the gate, shake his mane, and start at a brisk pace down the lane.

Grace, Kate and the babe have just left the lane, and are in the grass plot. Grace is fond of the babe and will take care that it is safe from harm. They of-ten go to the lake when there is not a gale, to dip their bare feet in the wa-ter, or wade, or race on the sand. Then they rest and Kate tells a tale.

In the face of the hill is a cave which Ben made with his spade. He saw a lame hare run in-to the cave. Ben says he will bring out his dog, Dave, and catch the hare. But he must not be late, for the hare will hide in the cave. On the hill there are game; but they are not tame.

In the gar-den Ben has some rare plants and flowers. He gave them much care; and had a sale of them, late last fall.

He has a hot-house where some of the plants are car-ed for in the win-ter; but they are tak-en out in spring and put in the clay. He is care-ful to rake the beds and pare the bor-ders.

The frost of win-ter of-ten breaks the panes of glass in the hot-house, so they must be mend-ed in the spring.

The plan of conducting a "reading lesson" on this story will be similar to that suggested on page 21 and the following pages.

Immediately after teaching the pupils to recognize the long sound of *a*, as in *pane*, we can conveniently introduce the "soft" sounds of *c* and *g*. Suitable words for this purpose are *face* and *rage*.

The plan for teaching the pupils to recognize the written word *face* will, to a certain extent, be similar to that for the word *pane*. The word *face* has three sounds—the usual sound of *f*, the long sound of *a*, and the "soft" sound of *c*. The pupils know how it is shown that *a* has the long sound. Final *e* silent does this. And final *e* silent not only "makes" the *a* long, but the *c* soft. Thus, together with teaching the pupils that we use an old letter *a* to represent the second sound in *face*—and final *e* silent tells us that *a* stands for this sound—we show them that we use another old letter—*c*—to represent the third sound. This letter *c* has now a new sound, which, as well as long *a*, is marked by final *e* silent.

The word *rage* will be dealt with in a similar manner. It has three sounds—the second and third being represented by familiar letters, whose new sounds are marked as in *face*, by final *e* silent.

A drill may now be given on pairs of words like the following:—*lac, lace*; *Mac, mace*; *gag, gage*; *rag, rage*; *sag, sage*; *wag, wage*.

After the lesson or lessons on the long sound of *a* are disposed of, the following lessons will come in order:—

I. To present to the pupils words involving the long sound of *e*, (1) when *e* or *ee* is joined to a single consonant, or two or more consonants, as *be, he, we, bee, jee, lee, see, flee, glee, spree*; (2) when the sound depends on final *e* silent, as *here, mete*.

II. To present to the pupils words involving the long sound of *i*, (1) when *i* is joined to a single consonant, as *Hi*; (2) when the sound depends on final *e* silent, with or without an intervening consonant, as *lie*, *pie*, *tie*, *ride*, *bite*, *sire*.

III. To present to the pupils words involving the long sound of *o*, (1) when *o* is joined to one or more consonants, as *go*, *Ho*, *no*, *so*, *Flo*; (2) when the sound depends on final *e* silent, with or without an intervening consonant, as *foe*, *hoe*, *sloe*, *toe*, *woe*, *home*, *rode*, *sore*, *note*.

IV. To present to the pupils words involving the long sound of *u*, when the sound depends on final *e* silent, with or without an intervening consonant, as *due*, *hue*, *blue*, *glue*, *flute*, *mute*, *pure*.

NOTE.—In I, II and III, we teach the pupils that when *e* or *ee*, *i*, or *o* ends a word and is the only vowel in that word, the single or double letter represents the “long” sound of *e*, *i* or *o*, respectively. Plans for the other long sounds mentioned in I, II, III and IV, will be similar to that begun on page 38. *To* is an exception.

NEW SOUNDS OF A.

The next series of lessons deals with the sounds of *a* other than the short sound as in *tap*, and the long sound as in *tape*. Plans have already been given for teaching these types.

The sounds of *a* now to be presented are: one sound already known, but to be learned in a new combination—the long sound of *a* as in *rain* and *day*; the sound found in such words as *calm*, *far*, *father*; and the sound found in such words as *ball*, *bald*, *halt*, *haul*, *paw*, *hawk*, *chalk*.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUND OF A, AS IN *MAID*, *WAIF*, *PAIL*, *AIM*, *PAIN*, *AIR*, *GAIT*.

Topic.

To teach the pupils to read with intelligence and expression the group of words—The pail—*a* having the “long” sound, under a new combination.

Introduction.

1. Review the letters *a*, *l* and *p*, as in plan on page 38, by placing them in the "work-shop" of the B.B., and calling on the pupils to give the sounds. Bring from the pupils the *two* sounds of *a*—*ă* and *ā*. Then place the letters in columns for review, as usual, thus:—

<i>a</i>	<i>l</i>
	<i>p</i>

2. Bring from the pupils the spoken word *pail*—the vessel in which we carry water or milk.

Development.

1. The pupils are asked to pronounce the word, so as to show clearly its three sounds.
2. The pupils, as usual, are drilled in giving the sounds by number, in any order.
3. The letters telling us to say the first and third sounds are placed by the pupils in the "work-shop" of the B.B. (See 3rd and 4th steps of the plan on page 39.)
4. The teacher places *p* and *l* in their position for the word, leaving space for *two* letters between them, thus, *p l*.
5. The teacher now asks the pupils to say the word as a whole, and to say the second sound—*ā*.
6. The pupils are asked to place on the B.B. the letter which tells us to say the second sound in *pail*. As this is the long sound of *a*—already learned in such words as *pale*—the pupils will at once put down *a*.
7. The teacher now places the *a* with *p* and *l*, thus, *pa l*, leaving a space between *a* and *l*.
8. He questions the pupils as to what sound this *a* is to represent, and asks them to suggest some plan by which we "make" *a* tell us to say this sound. They will suggest the final *e* silent.

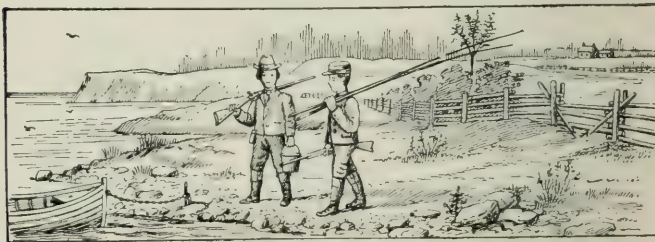
9. The teacher tells them that is one way of doing it; but there is another way. Instead of putting *e* silent at the end of the word, we put *i* immediately after *a*, marking the *i* as silent, thus, *pail*. The silent *i* close to the *a*, like silent *e* at the end, marks the *a* as "long."
10. The pupils are now asked to say the whole word—*pail*—written thus; then written with unmarked *i*, thus—*pail*, and to read, expressively, the group—A pail.
11. A drill may be given on the words *pail* and *pale*, showing that these words are pronounced alike—*a* being "long" in each—in one through final *e* silent; in the other, through the immediate *i* silent; but the words differ in meaning—*pale* referring to the absence of color; *pail*, a vessel for carrying water or milk. A further drill may be given on pairs of words, thus:—*made* and *maid*, *sale* and *sail*, *game* and *aim*, *lane* and *lain*, *fare* and *fair*, *gate* and *gait*, care being taken to show the difference in meaning.

**Practical
Exercises.**

As in preceding plans.

TYPE LESSON

for *a* with its long sound, depending on silent *i* immediately following.



fail	nail	sail	main	fair	gait
hail	pail	aim	rain	pair	wait
mail	rail	gain	air	bait	

<i>Words to be taught as wholes.</i> — old boots come wild	Tom and Jack are off to fish and shoot. A note from an old school-mate came by mail asking them to go. As it is a long tramp to the lake, and it is Tom's aim to gain time, they were up with the sun. They had to get bait and a lunch. Each wore a pair of strong boots; and as the day was fair, and the air fresh and crisp, they went at a brisk gait. We hope there will be no rain or hail. They have with them rods, guns, and a pail to put the fish in.
---	---

In jump-ing a-cross a fence they broke down a rail. They will nail it up when they come back.

Un-less the wind fail, they may go out in the skiff for a sail.

Fish-ing will take up the main part of the time; but if they wait till dark they may shoot some wild duck.

For plan of conducting a "reading lesson" on this story, see page 21 and following pages.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO
RECOGNIZE WORDS INVOLVING THE LONG SOUND
OF *A*, AS IN *GAY*, *PLAY*, *SPRAY*.

Topic. To teach the pupils to read, with intelligence and expression, the group—The day—*a* having the long sound depending on immediate *y* silent.

Introduc-tion.

1. If the teacher thinks it necessary, the pupils may review the letter *d* and its sound.
2. The teacher brings from the pupils the spoken word *day*.

Develop-ment.

1. The pupils orally analyse the word, finding it has two sounds.
2. The first of these sounds they can represent on the B.B., by putting there the letter *d*, which is "removed" by the teacher to an appropriate place for the new word, thus—*d* .

3. The teacher asks for the second sound. The pupils give the long sound of *a*.
4. The teacher asks the pupils to place on the B.B. the letter representing this sound. They will put there, *a*. The teacher asks for the two ways of showing that this has the long sound—by final *e* silent, or by immediate *i* silent. A word illustration of each should be put on B.B., thus—*game, hair*.
5. The teacher now tells the pupils that there is a third way of marking *a* as long. This new way is to put *y* close to the *a*, the *y* being silent (the teacher writes *ay*, with a diagonal stroke through *y*). This form is written several times on the B.B., then the usual form, *ay*, until the pupils associate the long sound of *a* with this combination.
6. *Ay*, with cancelled *y*, is now placed with *d*; the pupils are asked to say the word as a whole, written thus; then in the usual form—*day*—and to read the group—*The day*.
7. Good oral drill may now be given on a number of words of this kind:—*bay, day, gay, hay, lay, may, nay, pray, ray, say, way, play, spray*.

Practical Exercises.

As in preceding lessons.

NOTE.—A formal “lesson” or story involving words of this kind is not considered necessary here.

This may be an appropriate place to show the effect of *y* silent, on *e* immediately preceding. In words ending in *ey*, *e* has the long sound of *a*, and *y* is, as usual, silent. For example—*bey, dey, grey, prey, they, whey*. These will be taught by oral analysis, and written and oral synthesis, as in preceding plan.

Key is an exception, which must be taught as a whole word.

The next sound of *a* to be presented is another "long" sound. This is really the so-called "short" sound of *a*, prolonged. Thus, in the word *fat*, the sound of *a* is "cut short," as if the voice failed after barely making the sound. In the words *ah*, *far* and *palm*, we have just the same vowel sound, but the voice is allowed to *prolong* the utterance. The sound may be called the broad, prolonged sound.

This sound of *a* depends on *l* silent, followed by *m*, as in *balm*, *calm*, *palm*, *psalm*; or on *r* final, with or without intervening letters, as in *bar*, *car*, *far*, *mar*, *par*, *tar*, *star*, *fa-ther*, *ra-ther*.

In such words as *barb*, *bard*, *barm*, *barn*, *harp*, *cart*, *a* may be regarded as "short," although, undoubtedly, *r* has the effect of slightly prolonging the sound of *a*. *War* is an exception to this influence of *r*, and must be taught as a whole word.

NOTE.—After this explanation, it will not be necessary to give plans for each of the foregoing combinations. A plan for the sound of *a* as in *palm*, follows; and the intelligent teacher, with this as a type, will be able to make plans for the other examples.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE BROAD, PROLONGED SOUND OF *A*, AS IN *AH*, *BALM*, *CALM*, *PALM*, *PSALM*.

Topic.

To teach the pupils to read, with intelligence and expression, the group—The palm—*a* having its broad, prolonged sound, depending on silent *l*, followed by *m*.

Introduction.

1. The pupils may review *p* and *m*, with their sounds.

NOTE.—As *l* is silent in the word to be presented, it is not well to notice it in this review.

2. The teacher brings from the pupils the spoken word *palm*—the name of a tree or shrub, or of a part of the hand.

Development.

1. The pupils orally analyse the word, finding it has three sounds.
2. The first and third sounds they can represent on the B.B. The teacher asks them to do so, and they put on B.B. the letters *p* and *m*, which are "removed" by the teacher to the place they will occupy in the word, a space for two letters being left between, thus, *p m*.
3. The teacher now asks the pupils to say the whole word—*palm*—and to say the second sound. The pupils should receive good drill in articulating this sound, with special care for the *prolonged* utterance.
4. The teacher asks the pupils to put on the B.B. the letter which tells us to say this sound. They will, very likely, put *a* there, which may be accepted without comment, for the present.
5. The pupils are questioned as to the already known sounds of this letter. This may be done by putting on the B.B. the words, *mat*, *gate*, *hair*, *gay*, and calling on the pupils to sound the second letter in each word. They are questioned as to the sound we now wish to represent—the second sound in *palm*. The pupils again say this second sound.
6. The teacher tells them that their putting *a* on the B.B. to stand for the second sound in *palm* is quite correct; but that to make it tell us to say this particular sound, we write by its side the letter *l*, which, though silent, marks, when followed by *m*, the broad, prolonged sound of *a*.
7. The teacher now places *a* and *l* between *p* and *m*, (drawing a diagonal stroke through *l*), and calls on the pupils to say the word. Then the word is written in its usual form—*palm*—the pupils pronouncing as before.
8. Finally, the group—The palm—is written on the B.B.,

Practical Exercises.

the pupils reading the group intelligently and expressively.

9. A drill may now be given on the words, *balm*, *calm*, *palm*, *psalm*.

As in preceding plans.

The next sound of *a* to be presented is the deep throat sound (made with wide open mouth, and as far back in the throat as possible), found in such words as *ball*, *bald*, *halt*, *haul*, *fault*, *paw*, *hawk*, *shawl*, *chalk*, *talk*, *stalk*, *walk*.

In some of these words, *l* again plays an important part. In the words given in the last plan, *l* followed by *m* was silent. We now find words—*a* still representing the vowel sound—in which *l* is sounded; and, with another *l*, or *d*, or *t*, or with preceding silent *u* or *w*, “gives” to *a* the deep throat sound, as *ball*, *bald*, *halt*, *haul*, *shawl*.

In *paw* and *hawk*, we have the throat sound of *a*, depending on silent *w*, without *l*.

Chalk and similar words are exceptional. Again *l* is silent; and *k* with silent *l* preceding, has the effect of “giving” *a* the deep throat sound.

NOTE.—As in the case of the combination found in such words as *balm*, *far*, *father*, a plan for but one of the combinations now under consideration will be given here. As before, the intelligent teacher will be able to make plans for the others.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE DEEP THROAT SOUND OF *A*, AS IN *BALL*, *CALL*, *FALL*, *HALL*, *PALL*, *TALL*, *WALL*.

Topic.

To teach the pupils to read, with intelligence and expression, the group of words—The ball—*a* having the deep, throat sound.

Introduction.

1. The teacher will give the pupils a drill on the sounds of the letters *b*, *l* and *ll*.

Develop-
ment.

2. He will then bring from the pupils the spoken word *ball*.

1. The pupils are asked to pronounce the word so as to show clearly its three sounds.
2. As usual, the pupils are drilled in giving the sounds by number, in any order.
3. The teacher asks a pupil or pupils to place on the B.B. the letter which tells us to say the first sound. The pupils will place *b* on the B.B. It is "removed" by the teacher as in preceding lessons, thus—*b* .
4. The teacher asks a pupil or pupils to place on the B.B. the letter which tells us to say the third sound.

NOTE.—The pupils will very likely place a single *l* on the B.B., although some may put *ll*. If single *l* is placed on the B.B. by the pupils, the teacher approves of it, but asks them whether they remember any other way of showing that sound. If they have forgotten, the teacher writes the word *bell* on the B.B., leads the pupils to analyze the word—three sounds—and to tell how the sounds are represented—the first by *b*, the second by *e*, and the third by *ll*, or two *l*'s.

5. After deciding with the pupils that *ll* represents the third sound, the teacher "removes" the combination to its place near *b*, leaving space for another letter, thus —*b ll*.
6. The teacher now asks the pupils to say the whole word *ball*, and to say the second sound. The pupils should receive good drill in articulating this sound, with special attention to the wide open mouth, and the making of a throat sound.

NOTE.—As this sound of *a* is so unlike all its preceding sounds, it may not be wise to give the pupils a trial at placing on the B.B. a representing letter.

7. The teacher tells the pupils that we have no new letter to represent this sound. We are obliged to use an old

one—*a* ; and it tells us to say the second sound in *ball*, when *ll* comes immediately after. The teacher writes on the B.B.—*all*—fortunately a significant word—and asks pupils to pronounce the word several times.

8. The teacher now places *a* between *b* and *ll*, thus, *ball* ; and calls on the pupils to say the word as a whole. Good drill should be given in saying the word.
9. Finally, the group—The ball—is written on the B.B., the pupils reading the group, intelligently and expressively.
10. The teacher will now place on the B.B. a number of similar words, such as *all*, *ball*, *call*, *fall*, *gall*, *hall*, *pall*, *tall*, *wall*, *stall* ; and will give the pupil a good drill in *quick* word-recognition.

Practical Exercises.

As in preceding plans.

As an additional practical exercise the teacher may put on the B.B. such words as *bald*, *scald*, *halt*, *malt*, *salt*, *Walt*, for oral drill, telling the pupils that *ld* and *lt* have, on *a*, an effect similar to that produced by *ll*.

LONG AND SHORT SOUNDS OF *E* IN NEW COMBINATIONS.

The pupils have, by this time, learned the effect of final *e* silent on the preceding vowel—which is thus made “long.” They can readily pronounce such words as *babe*, *here*, *pine*, *robe*, *tube*.

We now review the long sound of *e*, when it is alone or “doubled” at the end of a word, as in *be*, *he*, *me*, *we*, *she*, *b.e.*, *free* ; then present *ee* in a new position, and *e* in two new combinations—*ea* as in *leaf*, *ie* as in *field*.

The following hints will enable the teacher to make plans after the models set down in the preceding pages.

E.

In the words *be*, *he*, *me*, *we* and *she*, the pupils, on analysing the spoken word, find *two* sounds—the consonant sound (*sh* represents a single sound), and the long sound of *e*. The pupils are able to place the consonant on the B.B. in each case; and the teacher reminds them, if they have forgotten, that in such words a single *e* added, gives the second sound—the long sound of *e*. The words are written on the B.B. and the pupils are thoroughly drilled in pronouncing them.

EE.

Words like *bee*, *see*, *flee*, *free*, *glee*, *spre*, may be dealt with similarly. In *bee*, we have a consonant sound which the pupils know how to represent on the B.B., and the long sound of *e*, which, as the teacher reminds the pupils, is represented by *two e's* instead of one, thus—*ee*. To help the pupils to understand this, the teacher may remind them of *ll*, *ss*, and similar combinations. A comparison of the words *be* and *bee* will also help.

In *flee*, *free* and *glee*, we have two consonant sounds, and the long sound of *e*. The pupils can put the consonants on the B.B., and, from the preceding instruction, will also be able to add *ee* as representing the final sound.

In *spre*, we have three consonant sounds and the long sound of *e*. The pupils are able to put down the consonants and the “double *e*.”

All these words are now placed on the B.B., and the pupils are thoroughly exercised in quick word recognition and pronouncing.

In the word *meet*, we have three sounds—the usual sounds of *m* and *t*, and the long sound of *e*, marked by *ee*. From what the pupil has done in the preceding lessons, he can, when asked, represent on the B.B. the first sound by *m*; the second by *ee*; and the third by *t*.

Another way to deal with words like *meet* is this. The pupils, as usual, analyse the word, discovering three sounds. They will put *m* and *t* on the B.B. as representing the first and third sounds. The second sound is the long sound of *e*. The pupils know that this long sound of *e* may be shown by putting *e* between *m* and *t*, and another *e* (this one silent) at the end—the word being written thus—*mete*, and then pronounced. The teacher then tells them that instead of writing the word thus—*mete*—we take *e* from the end, and—the letter remaining silent—put it *before t* instead of after it. Silent *before t*, it has still its old influence on the other *e*, in making it long.

Perhaps the first method of dealing with the sound of *ee*, will bring the combination and sound more readily and more simply to the minds of the pupils.

A number of these words should now be placed on the B.B. and thoroughly reviewed by the pupils, thus: *heed, beef, week, feel, teem, green, deep, sweet, trees, breeze*.

EA.

In such words as *each, leaf, meal, cream, leap, dear, east, wheat*, we have a new combination for the long sound of *e*.

First, the pupils should have a good review on words involving all the combinations already presented for the long sound of *e*, such as *here, mete, be, she, bee, feet*. A large number of such words should be placed on the B.B., and the pupils thoroughly drilled in quick word recognition and pronouncing.

Now take the word *leaf* as a type word. On oral analysis the pupils find it has three sounds—the usual sound of *l* at the beginning, the long sound of *e*, and finally the usual sound of *f*.

The special point of a lesson on teaching the pupils to recognize this and words having the same vowel combina-

tion, is to show the pupils that the long sound of *e* in this word is marked in a new way. Instead of the final *e* silent, or *e* or double *e* sounded at the end of the word, or *ee* "closed in" by consonants, we have *e* "made" long by immediate *a* silent.

NOTE.—If the teacher thinks well of it, he may call attention to such words as *air*, *pail*, *mail*, *bait*, where the *a* is long, depending on a silent vowel immediately following.

The words *mete*, *meet* and *meat* may now be compared. Each has the long sound of *e*, but has a different manner of marking this long sound.

A number of words involving the long sound of *e* as in *ea*, should now be placed on the B.B., and thoroughly reviewed by the pupils, thus: *leaf*, *peak*, *meal*, *deals*, *cream*, *beans*, *heap*, *dear*, *peas*, *east*, *neat*, *wheat*.

We now meet another of the difficulties in the way of a purely phonic system of word pronouncing. The large majority of words involving the combination *ea* have the *e* "long" and the *a* silent. And this is in accordance with the analogies of the language.

There are, however, words involving the same combination, in which the *e* is *short*, though followed by silent *a*. We find this in such words as *bread*, *dead*, *dread*, *head*, *spread*, *instead*.

Again we find that in other words involving the same combination the *e* is silent, *a* sounded and "long," as in the words *bear*, *pear*, *swear*, *great*.

To add to the complications, we have words involving the same combination, which at one time is pronounced as in *dear*, *fear*, at another as in *bread*, *head*, and at another as in *bear*, *great*. Such words are *lead* and *read*, each having two pronunciations, like *dear* and *head*; and *tear*, which has two pronunciations, like *dear* and *bear*.

These words are comparatively few, and the pupils will more easily learn them as *whole* words.

IE.

In the words *piece, thief, brief, field, chief, yield, grief*, we have a new combination for the long sound of *e*.

As before, the pupils should review words involving all the combinations already presented for the long sound of *e*, such as *here, mete, be, she, bee, feet, seat*. A large number of similar words should be placed on the B.B., to give the pupils an exercise in the quick recognition and pronouncing of these words.

Now take the word *field* as a type word. It has four sounds—first, the sound of *f*; second, the long sound of *e*; third, the sound of *l*; and, fourth, the sound of *d*.

The pupils, when called on to do so, can put on the B.B. the letters *f*, *l* and *d*, representing the first, third and fourth sounds. The teacher arranges these for the word, leaving space for two letters between *f* and *l*, thus—*f l d*.

And when asked to put in the “work-shop” of the B.B. the letter which tells us to say the second sound, the pupils will put *e* there.

The teacher will tell the pupils that although we have had many ways of marking this sound of *e*, we have still another way, thus, *ie*. We place *i* before *e*, *i* being silent. Good drill is given on this combination, first in this form, *ie*, then in usual form, *ie*.

The combination is now placed in the word, thus—*f*ie*ld*, and the pupils are called on to pronounce it—first written as it is here, then in the usual form—*field*.

Next, a number of words involving *ie* should be placed on the B.B., and, as before, be used to train the pupils in quick recognition and pronouncing.

We have no monosyllables to show that *ei* represents the same sound as *ie*—that whether *i* come before or after *e*, *i* is silent and *e* long. But we have this illustrated in such words as *de-ceit*, *per-ceive*, *re-ceive*. In the last two words we have a double influence over *e*: *i* silent and final *e* silent.

NOTE.—The word *feint* is an exception—*ei* representing the long sound of *a*.

LONG SOUND OF *I* IN NEW COMBINATIONS, AND REPRESENTED BY ANOTHER LETTER.

NOTE.—As in the case of final *e* joined to a consonant or consonants (see page 54), review *i* similarly placed (see page 44, II, 1 and “Note”).

We now come to the long sound of *i*, (1) when it is followed by *gh* silent, as in *high*, *nigh*, *sigh*, *light*, *might*, *night*, *fright*; (2) when it is followed by *ld* or *nd*, both consonants being sounded, as in *mild*, *wild*, *child*, *bind*, *find*, *mind*, *be-hind*, *rind*; (3) when it is represented by *y*, as in *by*, *my*, *cry*, *buy*, *bye*, *dye*.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUND OF *I*, AS IN *HIGH* AND *LIGHT*.

Topic.

To teach the pupils to read with intelligence and expression the group of words—The high wall—the word *high* presenting the new combination for long *i*—*igh*—*gh* being silent.

Introduction.

1. Place on the B.B. the words *The* and *wall*, and exercise the pupils in pronouncing these words. Then place them in a column, thus:—

The
wall.

2. Bring from the pupils the spoken word *high*.

Development.

1. The pupils are asked to analyse the word *high*, and they find it has two sounds.

2. They are then asked to place on the B.B. the letters representing these two sounds. The pupils will place *h* and *i* there.
3. The teacher "removes" *h* to its place for the word to be formed later.
4. The attention of the pupils is now called to *i*, which they have placed on the B.B.. They are asked for the means of marking this letter as having the long sound—by final *e*, with or without a preceding consonant. The words *hie* and *hide*, placed on the B.B., will help to revive the pupils' knowledge of this old plan of marking.
5. The teacher tells the pupils that we have another way of marking the *i* as having the long sound. We write *gh* after the *i*—*gh* being silent. (The teacher writes *igh* with a stroke through *gh*.) The pupils should be thoroughly drilled in recognizing this combination as marking the long sound of *i*.
6. The teacher now places *igh* by *h* (the stroke still through *gh*), and the pupils are called on to say the word, first, in this form; then in the usual form—*high*, on which the pupils should have good drill.
7. The teacher places on the B.B. the group—The high wall—and exercises the pupils, first in promiscuous word naming, then in the expressive utterance of the whole group.

**Practical
Exercises.**

As in preceding lessons.

It is not necessary to give a plan in detail for such words as *light*, *night*. In the word *light* there are three sounds, the sound of *l*, the long sound of *i*, represented, as already learned, by *igh*, *gh* being silent, and the sound of *t*. The pupils can easily represent in this manner the three sounds.

A number of words, giving exercise in recognizing this combination, should now be placed on the B.B. thus:—*high, nigh, sigh, fight, flight, fright, light, might, night, sight, slight, tight.* Afterwards these should be “woven” into a “lesson” or “story” for exercise in expressive reading.

ILD, IND.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO
RECOGNIZE WORDS INVOLVING THE LONG SOUND
OF *I* AS IN *MILD* AND *BIND*.

Topic.

To teach the pupils to read with intelligence and expression, the group of words—The day is mild—the word *mild* presenting the long sound of *i* before *ld* sounded.

**Introduc-
tion.**

1. Place on the B.B. the words, *The, day* and *is.* Drill the pupils in pronouncing these words, and then place them in a column, thus:—

The

day

is.

2. Bring from the pupils the spoken word *mild*.

**Develop-
ment.**

1. The pupils are asked to analyse the word. They find it has four sounds.
2. They are asked to put on the B.B. the letters representing these four sounds: and will put there, for first sound, *m*; for second, *i*; for third, *l*; and for fourth, *d*.
3. The teacher “removes” *m, l, and d*, writing them thus—*m ld*, in another place on B.B.
4. The attention of the pupils is now called to *i*, which remains, for the time being, in the “work-shop” of the B.B. They are questioned as to the sound it is to represent, and what means we had in the past to make

it represent this sound. The words *hie*, *hide*, and *high*, placed on the B.B., will help in this review.

5. The teacher tells the pupils that we have another way of marking the *i* as having the long sound. When *ld* comes after the *i*, *ld* is sounded, and "makes" *i* have the long sound. The pupils should, as usual, receive thorough drill on this.
6. The teacher now places *i* between *m* and *ld*, already on the B.B., thus—*mild*, and calls on the pupils to say the word. Good drill should be given on the word.
7. The teacher places on the B.B. the group—The day is mild—and deals with it as in preceding lessons.

**Practical
Exercises.**

As in preceding lessons.

For words of which *bind* is the type a plan in detail is not necessary. The word *bind* has four sounds: the first represented by *b*, the third by *n*, the fourth by *d*, and the second by *i*, "made" long by the following *nd*, both consonants being sounded.

A drill on word recognition and word naming, using such words as *child*, *mild*, *wild*, *bind*, *find*, *hind*, *kind*, *mind*, *be-hind*, *rind*, *grind*; and a "lesson" or "story" involving the use of these words should follow.

The word *wind* may be referred to as having *i* sometimes "short" and sometimes "long." There seems to be no settled rule respecting the pronunciation of this word.

Y (representing the long sound of *i*).

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUND OF *I*, AS REPRESENTED BY *Y*, IN SUCH WORDS AS *BY*, *CRY*, *BUY*, *DYE*.

Topic.

To teach the pupils to read with intelligence and expression the group of words—The sky is dark—the word *sky* presenting *y* having the long sound of *i*.

Introduction.

1. Place on the B.B. the words *The*, *is* and *black*, and give the usual exercise in word recognition and word naming. Arrange them in a column, thus:—

The

is

black.

2. Bring from the pupils the spoken word *sky*.

Development.

1. The pupils are asked to analyse the word *sky*; and they find it has three sounds.
2. They are asked to place on the B.B. letters representing these sounds. They will place *s* to represent the first sound, *k* to represent the second, and *i* to represent the third.
3. The teacher removes *s* and *k* to the proper place for forming the word, thus—*sk* .
4. The attention of the pupils is now called to *i*, which is in the “work-shop” of the B.B., and they are told that this letter does represent the third sound in *sky*.

NOTE.—It is a question whether, after the last statement by the teacher, it is advisable to write down the group of letters—*ski*—on the B.B. and to ask the pupils to pronounce this combination. They have already learned *Hi*. The use of this form—*ski*—even with its advantage from the standpoint of phonics, may confuse in the correct spelling, later, so it may be well to avoid this plan.

But we use instead of *i*, another letter, *y*, which has, *when coming at the end of a word*, just the same sound as *i*.

5. The teacher now places *y* with *s* and *k*, thus—*sky*—and calls on the pupils to say the word. Good drill should be given.
6. The teacher places on the B.B. the group—The sky is dark—and gives the usual exercise, first, in promis-

cuous word naming, then in the expressive reading of the sentence.

As in preceding lessons.

Practical Exercises.

A number of type words should now be placed on the B.B. for the usual drill in quick word recognition and pronouncing, thus—*by, my, shy, fly, ply, sly, cry, pry, try, sty, why*.

For the words *buy, bye, dye* and *rye*, plans in detail are not necessary here. In the word *buy*, silent *u* comes between *b* and *y*, making the pronunciation as if the word were written *by*. The similarity in pronunciation, with the difference in spelling and meaning, should be impressed on the pupils.

In the word *bye*, we have the same two sounds as in *by*—sounds represented by the same two letters, *b* and *y*, the final *e* being silent. In the words *dye* and *rye*, we have two sounds—the second in each case being represented by *y* followed by final *e* silent.

Now, a “lesson” or “story” involving the use of all these words should be given.

THE LONG SOUND OF *O* IN NEW COMBINATIONS.

NOTE.—As in the case of final *e* joined to a consonant or consonants (see page 54), review *o* similarly placed (see page 44, III, 1 and “Note”).

We now come to the long sound of *o*. (1) When it is followed by immediate *a* silent, as in *load, moan, coat*; (2) when it is followed by *ld*, both consonants being sounded, as in *old, cold, told*; (3) when it is followed by silent *w*, as in *low, mow, grow, show, own, known*.

OA.

The hints given on page 55, for words involving the long sound of *e* depending on immediate *a* silent, will exactly

suit the circumstances in (1). The word *load* has three sounds, the sound represented by *l*; the long sound of *o*, represented by *o* depending on immediate *a* silent; and the sound represented by *d*. A plan in detail is not necessary for this combination.

OLD.

The plan given on pages 60 and 61, for words involving the long sound of *i* depending on *ld* sounded, are applicable in (2). The word *old* has three sounds—the last represented by *d*, the second by *l*, and the first by *o*, which has its long sound, because it is followed by *ld*, each consonant being sounded.

OW.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUND OF *O*, AS IN *BLOW*, *SHOW*, *GROWTH*.

Topic.

To teach the pupils to read with intelligence and expression the sentence—The crow is in the tree—the word *crow* presenting the long sound of *o* depending on immediate *w* silent.

Introduction.

1. Place, "one by one," in the work-shop of the B.B., and exercise the pupils in pronouncing, the words, *The, is, in, tree*. Then place them in a column thus :—

The
is
in
tree.

2. Bring from the pupils the spoken word *crow*.

Development.

1. Ask the pupils to analyse the word. They find it has three sounds.

2. Ask the pupils to place on the B.B. the letters representing the first and second sounds. The pupils will place there, *c* and *r*.
3. "Remove" these letters to the proper place for the word, thus—*cr* .
4. Now ask the pupils to place on B.B. the letter representing the second sound. They will place there the letter *o*.
5. Question the pupils as to the sound this letter is intended to represent, and the ways in which its long sound was marked in the past—by its place at the end of a word, by its place in a word which ends with *e* silent, by immediate *a* silent, and by immediate *ld* sounded. The following words placed on the B.B. will help the pupils to recall these ways—*no, hoe, mope, boat, bold*.
6. Now tell the pupils that we have another way of making the long sound of *o*—by writing *w* after *o* - *w* being silent, but "making" the *o* long. Place in the "work-shop" of the B.B. the combination *ow*, with a stroke through *w*; and give the pupils a good drill on the sound and combination for that sound.
7. Next place *ow* by *cr*, making the word *crow* (*w* still being written with a stroke through it to show its "silence"); call on the pupils to say the word. Then write the word in the usual form—*crow*—and thoroughly exercise the pupils in recognizing and pronouncing.
8. Now place on the B.B. the sentence—The crow is in the tree—and exercise the pupils, as usual, in promiscuous word-naming; in promiscuous group-reading—The crow—is in the tree; and then in the expressive reading of the whole sentence.
9. A number of words involving this sound of *o*—as represented by *ow*—should now be placed on the B.B.,

and used to give the pupils thorough exercise in word-recognition and pronouncing, thus : *crow, low, blow, flow, glow, grow, know, mow, row, sow, show, slow, snow, own, blown, growth, known, throw.*

Practical Exercises.

As in preceding lessons.

These and similar words should now be placed in a "lesson" or "story," for expressive reading. Specimen lessons are given on pages 42 and 47.

We now meet another instance of the inconsistency of our pronunciation. In the word *grow*, *ow* is a combination representing the long sound of *o* depending on immediate *w* silent. In the word *now*, the combination *ow* represents one of the elementary sounds of the language (see page 36), the sound of *ou* as in *sound*, which has four sounds; the first represented by *s*; the second by *ou* (compare *ch, sh* and *th*); the third by *n*; and the fourth by *d*.

The words in which *ow* is sounded as *ou* should be taught as whole words.

NEW COMBINATIONS FOR SOUNDS OF *U*.

We now have to deal with the following sounds of *u*: (1) the long sound of *u* when the letter ends, and is the only vowel in the word—as in *gnu, Hu* (familiar words of this kind are rare); (2) the long sound when preceded by *e* silent, or followed by *i* silent, as in *feud, suit, pur-suit, suitable* (other rare combinations); (3) the long sound represented by *ew*, as in *blew, few, mew, new, yew*; (4) the rounded, lip sound (lips protruded), represented by *u* after *r*, as in *brute, crude, rude, prune, rule, ruse*; by *ew* after *r*, as in *brew, crew, drew*; and by *oo* as in *boom, coop, mood, moon*; (5) the shortened form of the sound represented in (4), this shortened sound being found in such words as *full* and *book*.

NOTE.—The rounded, lip sound, which is most frequently represented by the single letter and combinations mentioned in (4), are sometimes represented by *ou*, as in *coup*, *re-coup*, *group*, *soup*. As these show exceptions to the analogical sound of *ou*, they are referred to, later, under *ou*.

U final and only vowel (long sound).

As *e*, *i* and *o*, joined to a consonant or consonants, have the long sound, thus—*he*, *Hi*, *no*, so *u* joined to a consonant or consonants has its long sound. Words of this kind are rare and unfamiliar. *Hu*, as an exclamation; and *gnu*, the name of an animal, are illustrations.

On analysing the word *Hu*, the pupils find there are two sounds; and can represent the first by *h* and the second by *u*. The teacher puts the two letters together; and tells the pupils that *u*, in this position, has its long sound. In *gnu*, there are two sounds—the sound of *n* and the long sound of *u*—*g* being silent. (See pages 54, 58 and 63).

NOTE.—When *a* occupies a similar position it has either the short sound as in *map*, or the prolongation of this sound as in *far*—thus, *Ha!* *ma*, *pa*.

LONG SOUND OF *U* DEPENDING ON PRECEDING *E* SILENT OR ON IMMEDIATE *I* SILENT.

We have very few words presenting these combinations. The monosyllables *feud*, *suit*, with derivatives from the latter, as *pursuit* and *suitable*, are illustrations. The plan for *ai* (see page 44), for *ie* (see page 52), and for *oa* (see page 64) will serve as types for *eu*—*u* long, *e* silent, and for *ui*—*u* long, and *i* silent.

U LONG, REPRESENTED BY A NEW COMBINATION, *EW*.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE LONG SOUND OF *U* AS REPRESENTED BY *EW*, IN SUCH WORDS AS *BLEW*, *FEW*, *MEW*.

Topic. To teach the pupils to read with intelligence and expression the sentence—The dew is on the grass—*dew* being the word involving the long sound of *u*, as represented by *ew*.

Introduction.

1. Place, "one by one," in the work-shop of the B.B., and exercise the pupils in pronouncing, the words, *The, is, on, grass*. Then place them in a column, thus:—

The

is

on

grass.

2. Bring from the pupils the spoken word *dew*.

Development.

1. Ask the pupils to analyse the word. They find it has two sounds.
2. Ask the pupils to place on the B.B. the letter representing the first sound. They will place there the letter *d*.
3. Remove this letter to its proper place for the word, thus—*d* .
4. Ask the pupils to place on the B.B. the letter representing the second sound. They will place there the letter *u*.
5. Tell the pupils that this is a correct representation, but that we have another way of representing the long sound of *u*—a combination in which *u* does not appear—the combination *ew*. Write *ew* several times in the

work-shop of the B.B., and drill the pupils in associating with it its sound, the long sound of *u*.

6. Now write *ew* by *d*, which is already in its place, thus—*dew*; and call on the pupils to say the word. Give thorough exercise in recognition and pronunciation.
7. Now place on the B.B. the sentence—The dew is on the grass—and, as usual, exercise the pupils in promiscuous word-naming; in promiscuous group-reading: The dew—is on the grass; and in the expressive reading of the whole sentence.
8. Write on the B.B. a number of words involving this combination for the long sound of *u*, such as *blew*, *dew*, *few*, *flew*, *hew*, *mew*, *new*, *pew*, *stew*, *yew*, and exercise the pupils in quick recognition and pronunciation.

Practical Exercises.

As in preceding lessons.

Now should come a “lesson” or “story” into which as many as possible of these words will be woven. The “lesson” should be read expressively.

THE ROUNDED, LIP SOUND OF *U*, REPRESENTED BY *U* AS IN *RULE*, BY *EW* AS IN *BREW*, AND BY *OO* AS IN *NOON*.

We find that *u* followed by final *e* silent, and *ew* have not escaped the inconsistency of pronunciation. In the words *cube* and *use*, we have the ordinary sound of *u* depending on final *e* silent. Compare *cub* and *cube*, *us* and *use*.

But in the words *brute*, *crude*, *rude*, *prune*, *rule*, *ruse*, we have the rounded, lip sound, like the sound of *oo* as in *boot*, although *u* is followed by final *e* silent..

Again, in the words *brew*, *crew*, *drew*, *grew*, *strew*, *threw*, *ew* has not the long sound of *u* as in *dew*, *few*, *hew*, *pew*, but the rounded, lip sound, as in *rule*.

In the last two cases, however, the pupils may easily be led to know when *u* and *ew* have the long sound of *u*; and when the rounded, lip sound. Preceded by any letter other than *r*, *u* with final *e* silent, and *ew*, have the long sound of *u*; preceded by *r*, they have the rounded, lip sound. Compare *dew* and *drew*, *gew* (*gew-gaws*) and *grew*, *stew* and *strew*, *suit* and *fruit*, *hue* and *true*.

“Lessons” or “stories” involving the use of these words should be given, after good drill on word-naming from lists of these words placed on the B.B.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE ROUNDED, LIP SOUND OF *U*, AS IN *RUDE*, *RULE*.

Topic.

To teach the pupils to read with intelligence and expression, the sentence—Boys must not be rude—*rude* being the word involving the new sound of *u*.

Introduction.

1. Review the words *cure*, *pure*, *mute*, *flute*, *huge*, calling on the pupils to give the sound of *u* found in these words, and to tell the means of knowing that *u* has this sound—the long sound of *u* depending on final *e* silent.
2. Review the words *Boys*, *must*, *not*, *be*, by placing them “one by one” in the work-shop of the B.B., and exercising the pupils in rapid word-naming. Then place them in a column, thus:—

Boys

must

not

be

3. Bring from the pupils the spoken word *rude*.

Develop-
ment.

1. Ask the pupils to analyse the word *rude*. They find it has three sounds.
2. Ask the pupils to put on the B.B. the letters representing the first and third sounds. The pupils will place there the *r* and *d*.
3. Remove these letters to another place on the B.B., to form the word, thus—*r d*.
4. Now call on the pupils to say the second sound in the word *rude*. As this is a new sound, a thorough drill in clear and distinct articulation should be given. Special attention should be called to the method of making the sound. It is a rounded, lip sound—the lips being protruded in making it. Unless the lips are rounded and protruded, the sound cannot be correctly made.
5. Now tell the pupils that, although this is a new sound, we have not a new letter for it. We use an old letter *u*; but to make it “say” this sound we must put *r* before it, and *e* silent at the end of the word.
6. Write the word *rude* in the work-shop of the B.B., thus—*rude*, calling special attention to *r* before the *u*, and *e* silent at the end of the word. Tell the pupils that when we have these *two* things in such a word, *u* has the rounded, lip sound. Give a thorough explanation and a thorough drill, so as to impress these facts on the minds of the pupils. Then write the word in the usual form—*rude*—and call on the pupils to pronounce.
7. Write on the B.B. a number of words of this type, such as *brute*, *crude*, *prune*, *rude*, *rule*, *ruse*, and exercise the pupils in rapid word-recognition and pronunciation.
8. Now place on the B.B. the sentence—Boys must not be rude—and exercise the pupils in promiscuous word-

naming ; promiscuous group-reading, Boys—must not be rude ; and in the expressive reading of the whole sentence.

Practical Exercises.

As in preceding lessons.

As a further practical exercise, the pupils may be asked to pronounce contrasted words, thus :—*lute* and *brute*, *nude* and *rude*, *tune* and *prune*, *use* and *ruse*, bringing out the effect of *r*.

A “lesson” or “story” involving the use of these words should now be given, and the pupils exercised in expressive reading.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE ROUNDED, LIP SOUND OF *U*, REPRESENTED BY *EW*, AS IN *BREW*, *CREW*, *DREW*.

Topic.

To teach the pupils to read with intelligence and expression the sentence—The boat had a crew of six—the word *crew* involving the rounded, lip sound of *u*, as represented by *ew* following *r*.

Introduction.

1. Review the words *blew*, *dew*, *few*, *flew*, *hew*, *mew*, *new*, *yew*, calling on the pupils to give the long sound of *u* to the combination *ew*.
2. Review the words, *The*, *boat*, *had*, *a*, *of*, *six*, by placing them “one by one” in the work-shop of the B.B., and exercising the pupils in rapid word naming. Then place them in a column, thus :—

The

boat

had

a

of

six.

Develop-
ment.

3. Bring from the pupils the spoken word *crew*.
1. Ask the pupils to analyse the word *crew*. They will find it has three sounds.
2. Ask the pupils to put on the B.B. the letters representing the first and second sounds. The pupils will place there *c* and *r*.
3. Remove these letters to another place on the B.B., to form the word, thus—*cr* .
4. Call on the pupils to say the third sound in *crew*, and to tell how it is formed. It is again the rounded, lip sound of *u*, made in a special manner. Give good drill on articulation.
5. Ask the pupils to put on the B.B. a letter which will represent this sound. Having learned that *u*, as in *rude* and *rule*, has this sound, the pupils will probably put down *u*.
6. Tell the pupils that *u* does sometimes represent this sound—for example, *rude*, *rule*, etc. (placed on the B.B.); but that we use an old combination, *ew*, for this purpose. And to make *ew* “say” this sound, we must, as in the case of *u*, have *r* before it.
7. Now place *ew* by *cr*, thus—*crew*. Call the attention of the pupils to *r* and then to *ew*, telling the pupils that *r* “makes” *ew* “say” the rounded, lip sound. Give thorough drill on this, and on saying the word as a whole.
8. Write on the B.B. a number of words of this type, such as *brew*, *crew*, *drew*, *grew*, *strew*, *threw*, and exercise the pupils in rapid word-recognition and pronunciation.
9. Now place on the B.B. the sentence—The boat had a crew of six—and exercise the pupils in promiscuous word-naming ; promiscuous grouping, The boat—had a

Practical Exercises.

crew—of six ; The boat—had a crew of six ; and in the expressive reading of the whole sentence.

As in preceding lessons.

As a further practical exercise, the pupils may be asked to pronounce contrasted words, thus :—*blew* and *brew*, *clew* and *crew*, *dew* and *drew*, *flew* and *grew*, *stew* and *strew*, bringing out the effect of *r*.

Now should come the usual “lesson” or “story” to illustrate the use of all the words of which the type is given in the last plan.

PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE ROUNDED, LIP SOUND OF *U*, REPRESENTED BY *OO* AS IN *COO*, *TOO*, *BOOT*, *COOT*, *HOOT*, *ROOT*.

Topic.

To teach the pupils to read with intelligence and expression, the sentence—The root is part of a plant—*root* being the word involving the rounded, lip sound of *u*, represented by *oo*.

NOTE.—For this plan, a word ending with a consonant is selected, rather than one ending in *oo*, although a plan for *coo* or *too*, would be simpler. The vowel sound is the same in all, and represented in exactly the same way. In *coo*, we have a consonant sound, followed by the vowel sound ; in *root*, we have a consonant sound, followed by the same vowel sound, followed by another consonant sound. So the teacher may select *coo* or *root* for this plan, at his discretion.

Introduction.

1. Review the rounded, lip sound of *u* as found in *rude* and *drew*.
2. Review the words, *The*, *is*, *part*, *of*, *a*, *plant*, as in the “Introduction” for the last two plans ; and place thus :—

<i>The</i>	<i>of</i>
<i>is</i>	<i>a</i>
<i>part</i>	<i>plant</i>

Develop-
ment.

3. Bring from the pupils the spoken word *root*.
1. Ask the pupils to analyse the word *root*. They find it has three sounds.
2. Ask the pupils to put on the B.B. the letters representing the first and third sounds. The pupils will place there *r* and *t*.
3. Remove these letters to another place on the B.B., to form the word, thus :—*r t*.
4. Call on the pupils to say the second sound ; and to tell how it is formed.
5. Ask the pupils to put on the B.B. a letter or letters to represent this sound. They should be able to place there *u* or *ew*, or both. The words *rude* and *drew* may be referred to as illustrating representations of this sound.
6. Tell the pupils that they are correct in putting down *u* and *ew* ; but that we have still another way of representing this rounded, lip sound—by *oo*. Put this combination several times on the B.B., and teach the pupils to associate with it the rounded, lip sound, learned before.
7. Now place *oo* between *r* and *t*, thus—*root*, and ask the pupils to pronounce the word. Drill on this pronunciation.
8. Write on the B.B. a number of words of this type, such as *boom*, *cool*, *doom*, *gloom*, *moon*, *pool*, *roof*, *shoot*, *stoop*, and exercise the pupils in rapid word recognition and pronunciation.
9. Now place on the B.B. the sentence—The root is part of a plant—and exercise the pupils in promiscuous word-naming ; promiscuous group-reading : The root—is part—of a plant : The root—is part of a plant : and in the expressive reading of the whole sentence.

Practical Exercises.

As in preceding lessons.

The usual "lesson" or "story" will follow, giving in sentences and paragraphs the words suggested by the preceding plan.

Anomalies in pronunciation meet us once more. The analogical sound of *oo* is the rounded, lip sound as in *boo*. *poor*; but in some words involving the use of *oo*, as in some involving the use of *u*, we have a shortened form of this sound, thus:—*book, foot, took, wool*; and *full, pull*.

To add to the difficulties, we have *oo* in *door* and *floor*, representing *o* long, as we have *u* in *cull, dull, gull, mull* and *null*, representing *u* short.

The frequent pronunciation heard for *door* and *floor*—sounding *oo* as in *poor*—shows the analogy in the sound of this combination.

Such words as *cull, dull*, etc., may be taught under short *u*; and all the other forms, *full, pull, book, foot*, etc., should be taught as whole words.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE SOUND OF *OI* AND *OY*, AS IN *OIL, JOIN, BOY*.

NOTE.—From instructions and lesson given on pages 44 and 62, the pupils have learned that, at the end of a word, *i* and *y* have the same sound, thus, *Hi, by*. A plan for presenting *oi* will, therefore, be sufficient. A plan for *oy* will be similar, needing only the change of a letter throughout.

Topic.

To teach the pupils to read with intelligence and expression, the sentence—The water will soon boil—*boil* being the word involving the new sound represented by *oi*.

Introduction.

1. Place the words, *The, water, will, soon*, "one by one," in the work-shop of the B.B., and exercise the pupils in rapid recognition and pronunciation. Then place the words in a column, thus:—

The
water
will
soon

Develop-
 ment.

2. Bring from the pupils the spoken word *boil*.

1. Ask the pupils to analyse the word *boil*. They find it has three sounds.
2. Ask the pupils to put on the B.B. the letters representing the first and third sounds. The pupils will place there *b* and *l*.

NOTE.—Should any pupil put *ll*, tell him this is correct, but that in the present word we use but one *l*.

3. Remove these letters to another place on the B.B., to form the word, thus, *b l*.
4. Now call on the pupils to sound the word as a whole, and to repeat the second sound. As this is a new sound, give the pupils thorough drill in articulation.
5. Tell the pupils that, although this is a new sound, we have not a new letter to represent it. We are obliged to use, not one, but *two* old letters. The *two* letters have, however, but one sound. Reference to *ch*, *sh*, *th*, and *ng*, with word illustrations, such as *chop*, *much*, *shot*, *dish*, *thin*, *bath*, *sing*, *song*, will make this kind of representation clear. (See page 34).
6. Place *oi*, several times, in the work-shop of the B.B., and thoroughly drill the pupils in associating the sound with the combination. If considered necessary or helpful, a curved line may be placed over the two letters, thus—*ôi*.
7. Now place *oi* between *b* and *l*, already on the B.B., completing the word, thus—*boil*; and call on the pupils to say the word as a whole.

8. Write on the B.B. a number of words of this type, such as, *oil, coil, soil, toil, join, joint, point, voice, hoist, moist*; and exercise the pupils in rapid word recognition and pronunciation.
9. Place on the B.B. the sentence—The water will soon boil—and exercise the pupils in promiscuous word-naming; promiscuous group-reading—The water—will soon boil; and in the expressive reading of the whole sentence.

**Practical
Exercises.**

As in preceding lessons.

Then follows the usual "lesson" or "story" referred to in preceding plans.

The plan for teaching the pupils to recognize words involving the sound of *oy* as in *boy*, may easily be made from last plan.

Take as the "working word," *boy*, and the "working" sentence—The boy came to school.

Analysis of the word *boy* will show that it has two sounds; the first, represented by *b*; the second, which is the sound already learned as represented by *oi*, is now represented by *oy*. As in the case of *oi*, good drill should be given in associating the sound with *oy*. And it may be again impressed on the pupils that, at the end of a word, *i* and *y* have the same sound.

Then, as in last and preceding plans, put on B.B. a number of words of this type, such as, *boy, coy, cloy, joy, Roy, toy, Troy, an-noy, en-joy*, and give good exercise, as before, in rapid word-recognition and pronunciation.

Lastly, put down the sentence—The boy came to school; and deal with it as in preceding plans.

Then should come the usual "lesson" or "story" as in preceding plans.

TYPE PLAN OF A LESSON TO TEACH THE PUPILS TO RECOGNIZE WORDS INVOLVING THE SOUND OF *OU* AND *OW*, AS IN *THOU*, *OUT*, *LOUD*, *COW*, *TOWN*.

Topic.

To teach the pupils to read with intelligence and expression, the sentence—The earth is round—*round* being the word involving the new sound represented by *ou*.

NOTE.—The word *round*, rather than *thou* or *out*, is selected as the “working” word—*round* having more sounds.

**Introduc-
tion.**

1. Place the words, *The*, *earth*, *is*, “one by one” in the work-shop of the B.B.; and, as usual, exercise the pupils in rapid word-recognition and pronunciation. Then place the words in a column, thus:—

The

earth

is

2. Bring from the pupils the spoken word *round*.

**Develop-
ment.**

1. Ask the pupils to analyse the word *round*. They find it has four sounds.
2. Ask the pupils to put on the B.B. the letters representing the first, third, and fourth sounds. The pupils will place there, *r*, *n* and *d*.
3. Remove these letters to another place on the B.B. to form the word, thus—*r nd*.
4. Now call on the pupils to sound the word as a whole, and to repeat the second sound. As this is a new sound, give the pupils thorough drill in articulation.
5. Tell the pupils that, although this is a new sound, we have not a new letter to represent it. We are obliged to use, not one, but *two* old letters. The two letters have, however, but one sound. (See development 5 in plan for *ou*, page 77).

6. Place *ou* several times in the work-shop of the B.B., and give the pupils thorough drill in associating the sound with the combination. If considered necessary, or helpful, a curved line may be placed over the two letters, thus—*ou*.
7. Now place *ou* between *r* and *nd*, already on the board, thus—*round*, and call on the pupils to say the word as a whole.
8. Write on the B.B. a number of words of this type, such as *loud*, *cloud*, *proud*, *bound*, *found*, *round*, *ground*, *sound*, *our*, *out*, *thou*, *house*, *shout*, *stout*; and exercise the pupils in rapid word-recognition and pronunciation.
9. Place on the B.B. the sentence—The earth is round—and exercise the pupils in promiscuous word-naming; promiscuous group-reading: The earth—is round; and in the expressive reading of the whole sentence.

**Practical
Exercises.**

As in preceding lessons.

Now will come the usual "lesson" or "story."

This plan will suggest a plan to teach the pupils to recognize words involving the sound of *ow*, as in *now*, *brow*, *down*, *crowd*.

Take as the "working" word *down*, and the "working" sentence—He ran down the hill.

Analysis of the word *down* will show that it has three sounds: the first, represented by *d*; the second, which is the sound already learned as represented by *ou*, is now represented by *ow*; and the third by *n*. As in the case of *ou*, good drill should be given in associating the sound with *ow*. The similarity of the sounds may be shown by the words *noun* and *re-noun*, *cow* and *count*, *how* and *house*.

As in the last and preceding plans, a number of words involving the sound of *ow* like *ou* should be placed on the B.B., and good drill given in rapid word-recognition and

pronunciation, thus :—*cow, how, now, brow, brown, crown, down, town.*

Then put down the sentence—He ran down the hill; and deal with it as in preceding plans.

Then place the words in a “lesson” or “story” for expressive reading.

The anomalies of pronunciation accompany us to the end.

On page 67 reference was made to the fact that *ou* has, sometimes, the rounded, lip sound usually associated with *oo*. Examples of this, as given there, are *coup, re-coup, group, soup.*

In the words *four* and *pour*, we have a new departure—the long sound of *o* followed by immediate *u* silent, although in the word *sour*, we follow the analogy.

While *ou* in *thou* follows the analogy, *ou* in *you* and *youth* represents the long sound of *u*.

The word *wound* is pronounced in two ways, with different meaning—one pronunciation involving the analogical sound of *ou*—the meaning then being “twisted” or “rolled round”; the other, involving the rounded, lip sound, the meaning being “to injure” in a certain way, or an “injury” in a certain way.

All these are exceptional pronunciations and the words must be taught as wholes.

On page 64 a plan is given for teaching words in which *ow* represents the long sound of *o* as in *blow*; and at the end of the plan it is suggested that such words as *cow, how, now*, be taught as whole words. As the sound which *ow* has in *cow*, is the analogical sound, the teacher may take this as the rule, the other as the exception to be dealt with from the standpoint of whole words; or *vice versa*.

INDEX.

	PAGE.		PAGE.
<i>a</i> short, as in <i>cat</i>	1	<i>gg</i>	28
<i>a</i> , as in <i>Ha, ma, pa</i>	67	<i>h</i>	7
<i>a</i> long, as in <i>pane</i>	38	<i>i</i> short, as in <i>pig</i>	15
<i>a</i> , as in <i>far, father</i>	49	<i>i</i> long, as in <i>bite</i>	40
<i>ah</i>	49	<i>i</i> long, as in <i>pie</i>	41
<i>ai</i> , as in <i>pail</i>	44	<i>i</i> long, as in <i>Hi</i>	58
<i>ald</i> , as in <i>bald</i>	53	<i>ie</i> , as in <i>piece</i>	57
<i>alk</i> , as in <i>chalk</i>	51	<i>igh</i> , as in <i>high</i>	58
<i>all</i> , as in <i>ball</i>	51	<i>ild</i> , as in <i>wild</i>	60
<i>alm</i> , as in <i>palm</i>	49	<i>ind</i> , as in <i>kind</i>	60
<i>alt</i> , as in <i>halt</i>	53	<i>j</i>	7
<i>au</i> , as in <i>haul</i>	51	<i>k</i>	16
<i>aw</i> , as in <i>paw, hawk</i>	51	<i>l</i>	7
<i>ay</i> , as in <i>day</i>	47	<i>ll</i>	28
<i>b</i>	7	<i>m</i>	4
<i>c</i> hard.	1	<i>n</i>	7
<i>c</i> soft	43	<i>ng</i>	35
<i>ch</i>	34	<i>o</i> short, as in <i>dog</i>	18
<i>ck</i>	30	<i>o</i> long, as in <i>rope</i>	40
<i>d</i>	7	<i>o</i> long, as in <i>hoe</i>	41
<i>e</i> short, as in <i>hen</i>	9	<i>o</i> long, as in <i>no</i>	63
<i>e</i> long, as in <i>here</i>	40	<i>oa</i> , as in <i>boat</i>	63
<i>e</i> long, as in <i>he</i>	54	<i>oi</i> , as in <i>oil</i>	76
<i>ea</i> , as in <i>leaf</i>	55	<i>old</i> , as in <i>bold</i>	64
<i>ea</i> , as in <i>bread</i>	56	<i>oo</i> , as in <i>noon</i>	74
<i>ea</i> , as in <i>bear</i>	56	<i>oo</i> , as in <i>book</i>	76
<i>ee</i> , as in <i>feet</i>	54	<i>oo</i> , as in <i>door</i>	76
<i>ei</i> , as in <i>feint</i>	58	<i>ou</i> , as in <i>out</i>	79
<i>eu</i> , as in <i>feud</i>	67	<i>ou</i> , as in <i>group</i>	67
<i>ew</i> , as in <i>blew</i>	68	<i>ou</i> , as in <i>four</i>	81
<i>ew</i> , as in <i>brew</i>	72	<i>ou</i> , as in <i>youth</i>	81
<i>ey</i> , as in <i>grey</i> and <i>key</i>	48	<i>ow</i> , as in <i>blow</i>	64
<i>f</i>	7	<i>ow</i> , as in <i>cow</i>	80
<i>ff</i>	28	<i>oy</i> , as in <i>boy</i>	78
<i>g</i> hard.	7	<i>p</i>	7
<i>g</i> soft	43	<i>q</i>	17

	PAGE.		PAGE.
<i>r</i>	7	<i>u</i> , as in <i>rule</i>	70
<i>s</i>	7	<i>u</i> , as in <i>full</i>	76
<i>sh</i>	35	<i>ui</i> , as in <i>suit</i>	67
<i>ss</i>	28	<i>v</i>	7
Sounds, Table of Elementary .	36	<i>w</i>	13
<i>t</i>	1	<i>wh</i>	34
<i>th</i>	35	<i>x</i>	18
<i>u</i> short, as in <i>gun</i>	18	<i>y</i> , as in <i>yet</i>	19
<i>u</i> long, as in <i>mute</i>	40	<i>y</i> , as in <i>by</i>	61
<i>u</i> long, as in <i>due</i>	41	<i>z</i>	19
<i>u</i> long, as in <i>Hu</i>	67		
